Break

The great breakfast

The great debate mark 2, or as some are calling it the "not the great debate", got off to an even less auspicious start than it deserved. The Education Minister, Mr Mark Carlisle, who was to chair its first session in Birmingham, arrived over half an hour late.

The delay was due not simply to the breakdown of the ministerial train—others travelling to the first of these 10 regional meetings from Euston on the same train managed to arrive in time by switching trains at Watford. The minister and his entourage were seated in the restaurant car, however, and were unwilling to abandon their breakfasts.

(Our reporter arrived in time, having caught a later train. He didn't get breakfast, because the restaurant car was too full of visitors to the Motor Show—Birmingham's bigger attraction this week).

When he finally arrived, the Secretary of State proved to be a remarkably attentive, empathic chairman. Mr Carlisle, QC, seemed to be acting out the rôle of a High Court judge, drawing out the "witnesses" with small questions of clarification as though for the benefit of the jury.

In the afternoon, his understudy Mr Neil Macfarlane (Mr Carlisle had a pressing engagement elsewhere) seemed to take his cue from the Secretary of State, constantly note-taking, addressing people by name and rank, acknowledging politely even the few harsh words about government curriculum and exams policies.

Finally, he summed up with a conciseness, and at a clip, that moved one observer to note: "There speaks a man determined to catch the 5.18". And he did.

Heads on parade

Travellers to the wilds of Edgware last Saturday, where a conference on the assisted places scheme was in progress, would have found a diminutive martinet on the platform in complete control of the 400 or so headmasters and mistresses in front of him.

He was Mr James Cobban, CBE: classical scholar, ex-officer, former headmaster of Abingdon School and, since 1975, chairman of the Direct Grant Committee. He more than any other must take the credit—or otherwise—for the assisted places scheme.

"Ever since his days in the corps at Dulwich College he has run everything with military efficiency", said an admirer this week. "He planned the development and adoption of the assisted places scheme like a campaign, producing all the papers at the right time."

Last Saturday's conference went at a cracking pace thanks to his brisk and witty chairmanship.

"My goodness, if I were your headmaster, I'd teach you what a supplementary question is!" he exclaimed at one point.

Wordy questions got short shrift. "Right, now that I've told you what your question was, I'll give you the answer", he quipped. And, with the answer efficiently out of the way and a brief nod in the direction of the officials to make sure he had got it right (he had)—on he steamed with a "Next question!"

His audiece did not mind. They recognized a master of their own art. Mr Cobban was a headmaster for 23 years so he knows how to keep order in assembly.

Before Abingdon he had a distinguished war record in military intelligence, rising swiftly to the rank of Lieutenant-Colonel. He seems to have kept both a military haircut and a taste for adventure from those years. The Labour threat to his cherished scheme leaves him unmoved. "In this possible age of Kinnockism, we have to learn to live dangerously", he declared on Saturday, his eyes alight with excitement.

Discord in the NUT

Jack Chambers, the NUT executive's best banjo player, is not too worried about finding himself very much out of tune with his colleagues. "It had to come to a confrontation sooner or later," he says.

Chambers phoned *The TES* this week to make sure we knew he was at odds with the union's official hostility towards the Government's proposal for a new work related examination for 17 year olds. As head of the union's 14-19 working party—not a hotly contested post—he welcomes any move to get the curriculum out of the hands of the academics.

Chambers is critical of what he sees as the executive's obsession with education politics, and has been heard to suggest that it is because most of them are heads who don't know what goes on in the classroom or the real world.

Chambers, at 58, is still very much a product of what he considers the real world. Trained as an engineer, he was a member of the Burnley district council of the engineering union before coming into teaching in 1955. Now head of integrated studies in a Southampton school, he is also the teacher one is most likely to find on any national committee on industry teaching or school to work programmes. His wife is a senior advisor to the most progressive of the industry training boards.

Chambers is also at odds with the political views of most of the executive, which he says, nowadays just about match their professional conservatism. At conferences he tends to draw the younger delegates, who are impressed by the banjo and his word-perfect renderings of folk songs they do not expect the older generation to know.

Hardback, software

Gloom has been the prevailing mood of the British Educational Equipment Association's AGM for some years and this year was no exception. Members, as one speaker said, were reeling under the consecutive blows of recession, falling rolls, erosion of capitation, the Clegg award, the stronger pound which had put paid to the peak years of exports.

It was all very depressing, and speakers who were asked to speculate on "How our customers will be spending their money" had very little in the way of comfort to offer.

All except one. Mr A. F. R. Clements, director of computing at King Edward's Five Ways Grammar School, Birmingham, and external member of the advisory committee of the Micro-Electronics in Education Programme, was radiantly optimistic about that one area in the United Kingdom where there is an increase in funds—computing.

What British schools were doing with the fewer computers they had was "every bit as good" as the work of pupils in the United States, he said. There was an international market for good educational software: an area in which we excelled and could do even better. There was an abundance of good ideas among staff and pupils which needed to be tapped by commercial manufacturers and publishers.

Everyone got very excited. It seemed a pity that, as Mr Clements himself pointed out, no one in the audience was actually a computer manufacturer or from a software company.

A case of the right advice to the wrong people. Perhaps the right people were too busy turning out the goods to sit around talking.

From Nowhere to Play. *Illustration by Peter Archer.*

Roots

Novelist Buchi Emecheta was at home in Camden for a few days last week between lecturing at the Frankfurt Book fair and taking up a university appointment in her native Nigeria. Her new job at the University of Calabar is to encourage creative writing among the students—something that she has already scored some success with in her own family.

Nowhere to Play, her latest children's book (to be published next month by Allison and Busby) recounts her daughter Christy's experiences during the summer holidays three years ago. At that time she and her friends lived in a council flat near Regent's Park but couldn't cross the dangerous main road to get to the park and were continually run off any open spaces near their homes.

The story is told simply, in the language of a child ("I just background and some jokes," Ms Emecheta) but there is a p cal motive too in that she hopes to bring the plight of children, especially from one-p families like her own, to notice. Ms Emecheta's 16-year son, Jake, has taken parental couragement a stage further having *Jake the Paperboy* pub under his own name next ye

Ms Emecheta is clearly in her loyalties: her five c remain in England, but the the need to return to her roo adult books are set in Afri she says she has recently covered that she is no long African writer. Hers is the ture of people in exile—inf by Western sophistication danger of losing touch w origins.

Aristi

Bridge correction

We apologise to bridge players hopelessly confused by typesetting errors in last week's bridge column (October 17). The two diagrammed deals were placed in the wrong position; i e, the first diagram referred to the second story, and vice versa. In addition, the East and West hands had on each occasion been transposed.

Thus in the second story it was the hand actually printed as West in the first diagram who was on lead. So great had been his partner's evident agitation on hearing the 7NT bid, that he had felt ethically obliged to lead his diamond, thus presenting N-S with their grand slam but preserving his integrity.

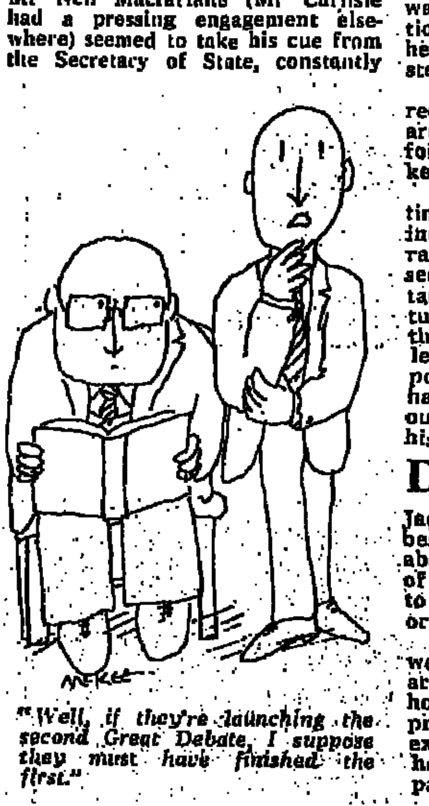
John Graham

Next week

What are the cuts doin to the curriculum?

A TES survey of one secondary schools reveals the of government economies and rolls on what is taught in the room.

■ Schooldays in the Fens: Marshall remembers her Exper in Education of 40 years ago. in a prep school: an insider's port. ■ Books: Marghanita La the short story; Tom Cor nostalgia and social history; Jane Drummond on counti rhymes; Jane Miller on *Families and Children's* ments. ■ Malcolm Bradbury the week's television.



"Well, if they're launching the second Great Debate, I suppose they must have finished the first."

Maths teaser

(1) Simple arithmetic?

If you can add numbers and factorize them, this puzzle should not defeat you. Write down the six numbers formed by putting 2, 4, 7 in different orders, 147, 174, etc. Find their sum and show that it has factors 2, 3, 37 and 13 (the sum of 2+4+7).

Now choose a different set of three numbers (each less than 10) and find the six numbers that can be formed by them. Find their sum: and show that it is exactly divisible by 2, 3, 37 and by the sum of the three chosen numbers. Can you explain this result?

(2) Equivalent fractions

The fractions 8/12, 12/18, 26/39 are called equivalent fractions because they have the same value as the fraction 2/3. Find three more fractions equivalent to 2/3, and find the numbers x, y and z, so that x/21, 32/y, (z+8)/(z+13) are fractions equivalent to 2/3.

Find some more fractions equivalent to 2/3. Choose any pair of these fractions, and form a new fraction by adding their numerators to make the new numerator, and adding their denominators to form the new denominator. Eg, choosing 8/12 and 26/39, the new fraction is (8+26)/(12+39)=34/51. Is the new fraction one of the set of fractions equivalent to 2/3?

Further, if another new fraction is formed by the differences of the two numerators and denominators, is it also one of the set? (26−8)/(39−12)=18/27. Investigate whether similar results are obtained by using any other set of equivalent fractions, eg, 4/7=8/14=20/35=56/98=156/273.

There are two easy ways of checking whether two fractions are equivalent. (i) Reduce each fraction to its lowest terms. Eg, 6/10=(2×3)/(2×5)=3/5 and 21/35=(7×3)/(7×5)=3/5. (ii) "Cross multiply" the numerators and denominators. Eg, to check 6/15 and 10/25, we find 6×25=150 and 10×15=150.

Which is the "odd-man-out" in this set of fractions?

6/16, 15/40, 21/56, 30/84, 165/440.

3. Quadrilaterals and circles

A quadrilateral is said to be cyclic, when a circle can be drawn through A, B, C and D, and the pairs of opposite angles are always supplementary. But if a circle can be drawn inside ABCD to touch each of the four sides, show that AB+CD=AD+BC. Which of these quadrilaterals can be (i) circumscribed by a circle, (ii) have a circle inscribed in them, touching each side?

(a) Square. (b) Rectangle. (c) Parallelogram. (d) Rhombus. (e) Kite (formed by two isosceles triangles). (f) Isosceles trapezium.

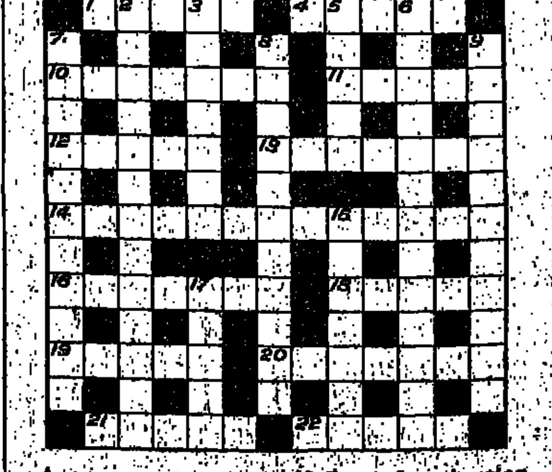
Solutions

1. Simple arithmetic. Three numbers a, b, c, can be put into six orders, abc, acb, bac, bca, cab, cba. When these numbers are added up, you will find that a, b and c appear twice in each of the units, tens and hundreds columns. So their sum is equivalent to 2(a+b+c)×(100+10+1)=2(a+b+c)×111, which has factors 2, 3, 37 and (a+b+c).

2. Equivalent fractions. x=7, y=48, z=2. Equivalent fractions can be obtained by multiplying (or dividing) the numerator and denominator of a fraction by the same factor. If a/b=x/y, then ay=bx, and each fraction is equivalent to (a+x)/(b+y) and to (x−a)/(y−b). 6/16=15/40=21/56=165/440=3/8, but 30/84=5/14, and so is the odd-man-out.

3. Quadrilaterals and circles. If AB, BC, CD, DA touch the circle at P, Q, R, S, then AP=AS=x, BP=BQ=y, CQ=CR=z, DR=DS=w. Hence AB+CD=x+y+z+w=BC+DA. (i) a, b, f. (ii) a, d, e.

Crossword No 1,209



Across

1 "The greater the power, the more dangerous the ——" (Burke) (5).
4 Damage from air power (5).
10 Does it put the bubbles into H²O? (7).
11 This holding can be entered from either side (5).
12 He takes one back to church (5).
13 Game for changing banks? (7).
14 Suggests that people like paying the charges (7, 6).
16 The law for him is currently under review (7).
18 Naturally it should be a mouthful (5).
19 Organ grinding could materialize this creature (5).
20 Ran into the town to look both ways (7).
21 In folk song down the
22 And/or (5).

Down

2 Does it fly the corridor? 7).
3 Bookcase for children
5 Enables decipher mains (5).
6 He makes look clear
7 With this one, does one's dry (5, 6).
8 All ready era in art
9 No safe glasshouse (6, 5).
15 Milton's (7).
17 With enigma varied (5).

Solution to 1,208.

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Staff strive to keep courses going in face of cuts

he secondary school curriculum is der attack in many parts of the untry. A TES survey of 1000 schools ows that cuts and falling rolls are ready forcing some schools to drop minority subjects. Teachers are having to work harder, class sizes are rising, and many schools predict that the worst is still to come. **Philip Venning** reports. Full details pages 10 and 11.

Extra teaching load cushions schools

dreds of teachers are having to d longer in the classroom and sands of pupils are being ht in larger classes as schools to protect their curricula. This ne of the main findings of a survey of more than 1,000 ndary schools on how the iculum is being affected by ncial cuts and falling pupil num-

he survey shows, contrary to rnment hopes, that the iculum in many schools is suf- g. Exactly half the 700 schools replied had been forced to or reduce the teaching of at one subject this year. (But nst this, about 40 per cent made tions to the curriculum of some). Cuts or falling rolls were the common reason.

n spite of official forecasts that ndary school numbers should be on the way down only a third of the survey reported a drop. Financial cuts were generally their chief worry but it was loss of teaching staff rather than the severe cuts in capitation which had been responsible for the shrinking in the number of subjects on offer.

Some schools were only able to protect the curriculum by asking staff to give up free periods, time for marking, and administration, and return to the classroom. Just under 40 schools said that their staff had increased teaching loads this year.

In a Northern Ireland school, for example, staff are teaching two and a half hours more a week this year compared with last. The extra load has fallen most heavily on heads, their deputies and other senior teachers.

Cuts in ancillary staff have also put pressure on teachers. The head of a Wiltshire grammar school complains that he now does all his own secretarial work. A Leicestershire school with no full time secretary or laboratory technician shares the work out between teachers and clerical assistants.

Shortages of subject specialists remained a constraint on the curriculum in many schools. As rolls have fallen, some schools have lost subject specialists who have not been replaced. This has meant that in some cases staff are having to teach subjects in which they have little experience or training. A large Essex school, for example, switched two teachers from other disciplines to science "having first taught themselves".

Though minority subjects such as geology have been the first to go, some schools have been forced to cut their teaching of core subjects—or restrict, and sometimes abolish, all remedial work. Practical subjects that use expensive equipment and materials have also been at risk.

id to cast ider net r 'voc' exam

David Lister

Government is to be told s further education advisers its programmes of 16-plus voca- l education courses should be ed to all youngsters.

e present plan is that the es should be designed for those low grade CSEs in schools or ges, so that they can take a exam, the certificate of voca- l education, at 17.

a report being prepared in Department of Education and e further education unit, on studies the Government has its 17-plus certificate plans, ecommend that the quarter of lion young people a year who Youth Opportunities Pro- mes and the young workers ng unified vocational prepar- should be brought into the amework.

FEU will argue in a docu- to be circulated at the end year that the courses with common core of general edu- combined with vocational should be offered to over- in any area of education or The FEU originally in- certificate of vocational for the uncommitted but the Government is that non-academic sixth in schools can also take it. new FEU document will say one year curriculum frame- with its insistence on a 60 common core ought to be will further, as whether or is on the dole or on a training scheme, or at largely be a matter of accident.

and Guilds of London is likely to play the validating the "Voc" is anxious to believe that preparation in govern- should count as the certificate.

Law" on page 8.

Early-warning screening tests a resounding flop

by Bob Doe

Screening tests designed to spot seven-year-olds with educational handicaps have been declared a resounding failure—six years after they were introduced in Yorkshire.

All children at the top of infant schools in 1973 in the former West Riding of Yorkshire were given tests of the kind now followed by the Government and as recommended in the Bullock report of 1975. The procedure included checklists completed by teachers on each child as well as tests of vocabulary, reading and design copying. Educational, social and medical handicaps were looked for.

Six years later, Mr Ewen Rennie of Kirklees school psychological service checked the progress of what are now 13-year-olds against the predictions made.

The errors he found were massive. The screening not only mistakenly identified many children as likely failures or in need of special education when they were not, it also missed many more of those who later proved to be in need of special attention.

Two pupils out of every three that the screening indicated would require help from the school psychological service did not need it. Three out of every four who did were missed by the screening.

Of those judged at aged seven as likely to require special education, the screening proved to be wrong in 29 cases out of 30, while missing more than three out of four who subsequently needed and received such placings.

Only three in every 10 identified as likely to fail educationally by the screening fall into the bottom 10 per cent on a reading test at the age of 13. At the same time, 235 of the 300 in that bottom 10 per cent were missed by the screening.

Mr Rennie recognizes that the apparently very high error rate could be due partly to the effective remedial measures taken by individual schools as a result of the screening.

There will always be a bottom 10 per cent in any test unless all score 100 per cent. How serious that level of "failure" is depends to some extent on the severity of the qualifying test.

The test of 13-year-olds' reading used in his work was Daniels' and Diack's graded test of reading experience involving the choice of one word from four to complete a sentence. There are 50 progressively more difficult sentences and the bottom 10 per cent in this case were those who scored 40 or less.

The sentences started with "Trains can often be seen standing in a railway (engine, driver, box, station)" and ended with "Explorers who first reached the South Pole found that the intense cold and fierce blizzards (receded, impressed, impeded, imposed) their progress".

But Mr Rennie, writing in next month's edition of *Educational Research*, says the errors raise serious doubts about the effectiveness of such screening. "A lot of screening tests have been rushed out without any proper validation", he said this week.

He is backed in his view by Professor K. Weddell of the London Institute of Education's department of child development, and by Mr G. A. Lindsay of Sheffield's psychological service.

In the latest edition of *Remedial Education* they also attack the inaccuracies of screening techniques and say teaching methods more sensitive to the needs of individual children and the way they learn should be the best way to help those with difficulties.

The Wars of the Roses continue to be fought. This time it's over black puddings and here, Dick Atack (left) and Paul [illegible]

This week

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Elsewhere in this issue there is a report of a TES survey aimed at discovering the effect of economic cuts and staffing changes on the curriculum of secondary schools. A questionnaire was sent to a random sample of secondary schools — about one in six—throughout the United Kingdom. About 700 out of the 1,000 schools in the sample replied.

Philip Venning's report on pages 10 and 11 is an attempt to interpret the large volume of information which was collected, with due regard to the inevitable over-simplification invited by a short questionnaire. This is not put forward as a piece of socal science but as a newspaper's quick attempt to get a snapshot of a wide range of schools beset by a variety of pressures. We hope that nobody is misinterpreted and that due weight is given to the complexity of the factors at work and the risk of ambiguity in questions and answers. Taken as a whole, we think it is a worthwhile exercise and one worth repeating next year.

The school curriculum is constantly changing. It is this which makes the very idea of something called the "secondary school curriculum" a fiction. There are as many school curricula as there are schools, and there are many separate programmes for separate groups of pupils in the several schools. This survey has sought to isolate some of the changes which have taken place at the beginning *of another school year, and to link these* changes to specific causes—staff cuts, unfilled vacancies for specialists, changes in curricular policy, and so on.

At a time of falling rolls, it is important to try to pin down the effect of l.e.a. staffing policies which require the number of posts to fall in parallel with the number of pupils. To the teachers these policies are likely to figure as "economics"; to local administrators, as the necessary consequence of holding unit costs [illegible] than allowing them to [illegible] that a minority of schools have [illegible] decisions on curricular [illegible] L.e.a. policies have already begun to bite on curricular choices, especially where teacher-pupil ratios have actually deteriorated.

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Falling rolls, financial cuts and the changing curriculum

But it is equally true that economic stringency is not the only cause of curricular change. Curricular choices can always be expected to change from year to year with the availability of staff and resources and the vagaries of pupil demand. In much of the current discussion of the merits or demerits of a curriculum framework there has been the *tacit assumption that the curriculum* and its priorities should be the product of rational policy-making—a subject or an allocation of time being added here, or taken away there, in response to such well-known abstractions as "national need". In truth it can be seen that the balance between the contending elements in the school curriculum often depends on much less predictable and cerebral considerations. It always has. Any attempt to pin the schools down to a fixed curricular offering—except in terms of a largely valueless basic minimum—would entail placing far stronger constraints on [illegible] the schools themselves than have so far been considered. Realism suggests that as the financial stringency, which is clearly a factor now, is unlikely to go away, a fixed curricular framework itself would have to reflect the shortage of resources, material and human, which now impinge on curricular decisions at every turn.

While it is important to stress the need to keep staffing requirements well to the fore in any discussion of the curriculum framework, it is also important to recognize the virtue of the flexibility *inherent in the present arrangements.* L.e.a.s. can cut the curriculum surreptitiously without being faced clearly with the consequences of their actions. This is bad and ought to be countered with publicity and protests. But if the alternatives were rigid policies, universally applied, they would only be workable if the permitted exceptions were legion. And it is difficult to believe that there would be as much evidence of improvization and adaptation—adaptation which is as much concerned with unavoidable changes of personnel and individual pupil choice as with direct cuts or cash limits.

The kind of changes which emerge from a rapid survey of this kind — including the evidence of higher productivity on the part of teachers — need to be looked at over a number of years. A weakness of some of the surveys of the curriculum which have appeared in recent years has been their static quality. It could be that one consequence of the curriculum framework discussion—to be boosted soon by the publication of the Government's conclusions following the extensive consultations on the *Framework* document—will be to emphasize the need for a steady evolution of curricular practice rather than a few heroic decisions taken in a period of ministerial euphoria.

What is clearly of the greatest value is more information about what is happening and about the factors which influence the curriculum policies of the schools. Evidence of the effect of external —even arbitrary—influence does not set aside the need for each school and its staff to examine its own practice and objectives afresh and consider how far the aims which have been adopted are being achieved. But it does suggest that this is best done on a school by school and l.e.a. by l.e.a. basis.

It is at the level of the school and the l.e.a., too, that the effect of cuts in provision can properly be assessed. It is at this level that it is possible to get behind the rhetoric to the reality. Nothing in the present survey suggests that the situation at the school level is as bad as the rhetoric claims—but the warning *signs are there and it is no use expecting* the Department of Education or the Department of the Environment in London to allay anybody's fears. National policies can make things better or worse in general, but it will be at the local level that each battle has to be fought, each generalization tested. Even some pillars of the conventional wisdom, those which relate to the long term decline of pupil numbers, do not necessarily stand up everywhere. No survey of this kind can yield a new set of universal generalizations. But it can show people in hard-pressed areas that they are not alone, and provide a number of pointers to current developments which will be worth following up in future.

Comment

Community service by order

Anyone who saw Monday's *World in Action* programme on children in custody must conclude that there are both cheaper and less self-defeating ways of dealing with some young offenders.

The Children and Young Person's Act, which was designed to keep young people out of custody, has not worked. An increasing number of children are being sentenced to some form of punishment or treatment away from their families, for—it is claimed—increasingly trivial offences.

Minor offenders, such as persistent school truants, may unwittingly be turned towards a life of crime either by their associations while in custody, or, in some cases, by offences committed while absconding. The cost of keeping children locked up is absurdly high—up to £35,000 a place in one institution, it was claimed. The rate of reconviction, one obvious measure of the effectiveness of a particular sentence, is also high.

The Government's proposal in its White Paper on young offenders to reduce from 17 to 16 the age at which young people should be eligible for community service orders must at first glance seem a welcome move in the right direction.

Under a community service order the offender has to do a set number of hours of community work—the minimum is 40 hours—under the supervision of the probation service. They are a punishment of last resort, when the main alternative is prison or its equivalent.

The advantages of such schemes are obvious. They make the offender into the "helper" rather than the "helped"; they do not carry the stigma of a prison sentence; they allow the offender to keep his job (and in the case of 16-year-olds it will enable those still in school or further education to carry on); it helps repay society indirectly for the original crime; and it is cheap.

Some professionals however are uneasy about the proposal to include 16-year-olds. They doubt the White Paper's assertion that offenders of this age are capable of understanding what such an order involves. They are already worried that some 17-year-olds treat it as a soft option, and in so doing devalue what is seen as a serious sentence. The problem is made worse by the fact that it is often hard to find suitably rewarding work, and the young quickly lose motivation. Not surprisingly many organizations are not keen to welcome football hooligans and other yobs. Trade union opposition can limit the sort of work available.

Magistrates will obviously have to be more careful in deciding which 16-year-olds they consider suitable for an order—it is quite the wrong sentence for some. Younger offenders may also need closer control when they are at work.

The fact remains that Britain now has the highest proportion of young offenders in custody. Community service orders do present one way of retreating from this position, and a positive one at that.

DES—keep out at any Price

The Select Committee's report on *The Funding and Organization of Courses in Higher Education* (page 5) is a thoughtful and interesting discussion of the present *state of the art. It is hostile to* any increase in the planning role of the DES, being generally scornful in the department's capacity to make sound policy decisions.

On the issue of where the initiative should lie, the committee clearly believes the prime force in determining which courses and institutions should wax and wane should be the students—the customers who make up the market for higher education—and that the main function of the department should be to collect and disseminate a lot more information: from the universities and colleges about what is available, and from manpower studies about trends in employment.

All this has a strongly conservative tinge to it. It is soundly sceptical about manpower planning, and doubts even the feasibility of translating manpower studies into broad general advice about the balance of courses between science, technology, arts and social science. This repudiation of the line which Mr Alan Thompson, the former deputy secretary of the DES, pushed in *the months before* his retirement, now corresponds to more recent DES thinking. Dr Rhodes Boyson has certainly retreated from his earlier position.

The report expressly takes Mr Carlisle to task for the equanimity with which he contemplates the decline in the age participation rate—the proportion of young people going on to higher education. As the committee asserts, it ought to be public policy to increase participation in higher education, both among young people and among mature students.

Mr Carlisle's modest aim is to prevent participation from being cut by any larger amount than that implicit in the ill-defined notion of "level funding". The decline in the age participation rate is one measure of the failure of education policy over the past 10 years. It ought to be a common policy aim across the political spectrum to raise it.

As to the attempts to move towards a "plural", rather than a "binary" system, the paragraphs on the proposed Council for Colleges and Polytechnics are singularly difficult to get to grips with. "We deliberately refrain from setting out exact powers for the CCP. Broadly, however, it should oversee the new funding arrangements which emerge from the 'capped pool', and give policy advice to the Government about the development of colleges and polytechnics. These arrangements will be amongst the most difficult and complicated to devise . . ." It could, as they say, say that again.

In the committee's eagerness to prevent the DES from using the allocation of funds to underpin the development of policy, it is possible to discern a certain romanticism merging with the self-interest of the university establishment. It is noticeable that the most hostility to any greater DES involvement comes from those who would, themselves, like to run the system. It is not obvious that governments of either party can be expected to leave all these decisions to others. Nor is it obvious that the DES is as incompetent as a group of not particularly competent back-bench MPs choose to believe.

Such criticisms as these aside, however, this report is a triumph for Mr Christopher Price, MP, for many years something of a maverick among Labour MPs who concern themselves with education. A former PPS to Mr Anthony Crosland, back in 1965, he has ploughed a somewhat erratic furrow. Now he has shepherded a committee with a Conservative majority to a report which is very much his own, while at the same time isolating the radical left into an unimportant minority section. Perhaps, henceforth, he should be described as an ex-maverick.

No comment

Portable Step Ladders. The Director of Management Services has now informed me that the Chief Officer of Training Standards obtained technical advice on the recommendation given, and I am now informed that cotton is liable to fraying due to its relatively short fibre length and the structure of the fibres, consequently there is a risk that at the point where the cord passes through the hole in the ladder may be subject to chafing and subsequent failure.—From a Humberside education committee circular.

Future of 'The Times Educational Supplement'

Like the rest of Times Newspapers, The Times Educational Supplement —is now facing the end of an era and the opening of another. Exactly how the future of this paper will unfold remains to be seen, but beyond the present uncertainty, there are solid grounds for confidence that *The TES* will continue for many years to come. The basic economics of this paper are eminently sound. Its role is clear and its readership and advertising connexion give it a well-recognized position within the education community.

I am only too well aware that, especially over the past three years, the recurrent difficulties of *The Times* and *The Sunday Times* have spilled over to affect the Supplements and that this has placed severe strain on the loyalty and forbearance of all who use *The TES* each week.

I firmly expect a bright future if we can now stop being bystanders, caught in the cross-fire between the big battalions of Fleet Street, and concentrate on the regular, reliable, weekly production of the high quality educational newspaper which *The Times Educational Supplement* aspires to be.

Stuart Maclure

NEWS

Community service age may go down

Fear over plans to keep young offenders in school

by Diane Spencer

Teachers, probation officers and magistrates are alarmed at the Government's proposal to keep 16-year-old criminals in school and make them do community work in their spare time instead of sending them to borstal and detention centres.

The recent White Paper on young offenders proposes to lower the age limit for community service orders, run by the probation service, from 17 to 16. The orders are used by the courts as alternatives to prison sentences mainly for such crimes as stealing cars, handling stolen goods or for burglary.

Offenders have to work during weekends or evenings without pay for at least 40 to 240 hours to be completed in a year. They usually work in hospitals and homes for the handicapped or elderly doing gardening or labouring jobs.

Mr Peter Smith, assistant secretary of the Assistant Masters and Mistresses Association, said his members would view this proposal with "some alarm". Teachers already had problems with disruptive children who were bounced around schools in some local authorities like ping-pong balls.

The National Association of Schoolmasters/Union of Women Teachers agreed. Their assistant secretary, Mr Nigel de Gruchy, said: "There are already too many disruptive children in our schools and that will only exacerbate the problem." However, his union was not opposed to the idea—as long as the resources were provided to ensure there was no detrimental effect on the school's life.

At the grass roots level, one ancillary worker in a south London *community service* orders office said: "We laugh at the idea of lowering the age—we would rather raise it." Most of the 17-year-olds on *his books* were immature and irresponsible, he said. "We spend most of our time shoving, pushing and dragging them to work. I shudder to think what it would be like if we lowered the age limit."

Probation officers also have serious reservations about the scheme. The chief officers think it could work given more resources, *but* the rank and file are more sceptical. The National Association of Probation Officers is fearful that the orders will not be taken as a serious alternative to prison by the courts if the age is lowered and that they would be regarded as a "soft tariff".

Both probation officers and magistrates think there is scope in intermediate treatment centres to expand community work for 16-year-olds instead of imposing community service orders on them. Mrs Auriol Watkin, chairman of the juvenile courts committee of the Magistrates Association said: "You cannot treat juveniles as though they are mini adults; it is not very progressive to add adult sanctions to juveniles. They should be kept out of penal establishments so they do not mix with older criminals and they should *not work alongside* adult criminals on community service projects."

She claimed that new legislation was not needed. "We do not want a proliferation of penal sanctions for juveniles as intermediate treatment could do the job if social and probation services worked in close harmony to provide workable schemes and if they were properly funded."

● Greater use should be made of probation orders, especially for young offenders, say the National Association for the Care and Resettlement of Offenders in their annual report published this week.

Ms Vivien Stern, the director, said the young offenders were the fastest growing group in the custodial population. Many of them might respond to probation orders linked with a programme of useful community work as it would give them a chance to change their way of life.

PAT looks set for Burnham

by Richard Garner

Mr. Mark Carlisle, the Education Secretary, is ready to give the Professional Association of Teachers—the union whose members pledge never to strike—a seat on the Burnham committee, which negotiates teachers' pay, amidst protests from other teachers' organizations.

If PAT does join the committee the National Union of Teachers would still maintain an overall majority on the teachers' side. The present make-up is NUT, 16 members; National Association of Schoolmasters/Union of Women Teachers, six; Assistant Masters and Mistresses Association, four; National Association of Head Teachers, two; Secondary Heads Association and National Association of Teachers in Further and Higher Education, one each.

PAT welcomed the move but the other unions said it did not constitute the "major review" of Burnham promised by the DES for which they had been asked to provide details of their up-to-date membership.

Mr Nigel de Gruchy, assistant secretary of the NAS/UWT, said his union would oppose the move. The NUT and AMMA will meet at the weekend to decide on their response.

However, the DES said that the plan to give PAT a seat on Burnham was "without prejudice" to the continuing review of Burnham at present being carried out. This could lead to the repeal of the Remuneration of Teachers Act

Most city children 'suffer from lead levels'

by Bob Doe

Nearly all young children in towns and cities have enough lead in their bodies to cause mental deficiencies says an author of a report now with the Government which pinpoints lead from petrol as the main source of pollution.

Meanwhile, it was reported this week that dust in some London school playgrounds contains 100 times more lead than normal.

The report by Professor Derek Bryce-Smith of Reading University and Professor Robert Stephens of Birmingham University claims to refute the Government's Lawther report on lead pollution. That earlier report blamed lead from paints, food and cosmetics as the most likely source of lead toxicity.

The new report, now in the hands of ministers of health, education, transport and energy, blames lead in petrol as the major offender.

At the same time, the still-secret results of tests by the Greater London Council carried out in 28 inner London school playgrounds are thought to have revealed lead levels in some of them of 2,000 parts per million or more.

Recent tests by environmental health officers in Lambeth found average lead levels of 1,840 parts per million in street dust taken from around the London Borough.

These levels are all several times greater than those the Americans allow in paint and more than a hundredfold increase on the 15 *parts per million found in* unpolluted soil.

Professors Bryce-Smith and Stephens do not deny the high-risk effect of lead in foods, paint and some cosmetics from Asia. But they say lead additives to petrol are the most ubiquitous and most serious source of lead-fall-out from the atmosphere, particularly in urban areas and near busy roads. They say that much of the lead in food and water can be traced back to this petrol source.

Their report is not due to be published by the Conservation Society until mid-November, but this week Professor Bryce-Smith told *The TES*: "It is now beginning to look as though lead is not just a minor factor among a great many others influencing or determining a child's mental development, but rather the most important factor of all for urban children."

The background levels of pollution discussed do not give rise to lead poisoning as such but to subclinical intoxication believed to cause dulling of mental activity and behavioural disorders.

Dr Bryce-Smith blames lead for much of the increase in juvenile delinquency and football hooliganism and says it is "naive" to find purely social causes for such behaviour.

Stopping the use of lead additives is said to be costly, but the opponents of leaded petrol such as Dr Bryce Smith say the hidden costs in terms of mental health, vandalism, and remedial education —not to mention the morality of continuing to use lead—have to be considered.

MAYBE IT'S BECAUSE HE'S A LONDONER
TEACH YOURSELF LITERACY

County Hall 'teach-in'

Adult education tutors and students held classes in the lobby and on the steps of London's County Hall on Tuesday in protest at what they termed "crippling" cuts in the Inner London Education Authority's adult education budget.

The Association for Adult and Continuing Education inner London branch which mounted the work-in was protesting that most courses had been reduced from 35 to 30 weeks and that there had been a 14 per cent cut in wages for part time tutors.

An ILEA spokesman said: "Most of the points which the AACE are raising are the result of last year's budget decisions when representations from AACE were heard."

Zimbabwe to buy British

Zimbabwe is to launch a massive teacher recruitment drive in Britain. Five hundred secondary school teachers in all subjects are wanted, as are a small number of teacher trainers.

A recruiting team headed by the Deputy Minister of Education and Culture, Mrs V. Chitero, will arrive in Britain at the end of next month to interview applicants who respond to advertisements which will appear in *The TES* over the next two weeks.

The team hopes to recruit Zimbabwean teachers working in Britain as well as British teachers by offering one-way family fares and three-year contracts.

See Zimbabwe rebuilds its schools. Page 13.

Oxbridge awards

Rosebery School at Epsom, Surrey, and The Oratory School at Woodcote, Berkshire, should be added to the list of schools which obtained four Oxbridge awards in 1979, published in *The TES* last week. Rosebery obtained an Exhibition and a Scholarship to Cambridge, and two Exhibitions to Oxford, all of them awarded to women. Boys from The Oratory School gained two Exhibitions at Cambridge, and an Exhibition and a Scholarship at Oxford.

Labour pledges to give job back to sacked teacher

Labour opposition group members of Nottinghamshire county council are ready to reinstate Mrs Eileen Crosbie—the nursery teacher whose sacking for refusing to teach 40 children was upheld by an industrial tribunal this week—if they win control of the council next May.

At present, the Conservative group has a sizeable majority with 65 members to Labour's 21, two ratepayers and one Liberal. However, the previous administration was Labour.

Meanwhile, Mrs Crosbie's union, the National Union of Teachers, has vowed to continue the fight for her reinstatement and is organizing a demonstration to be held in Nottingham next month.

On Monday, an industrial tribunal ruled against Mrs Crosbie's claim that she had been unfairly dismissed from her post as a teacher at the nursery unit attached to Robert Mellors primary school in Arnold, near Nottingham. The panel of three was unanimous in its view but Mr Michael Coulson, the chairman, added: "We have quite a lot of sympathy with her viewpoint and her spirit over what she believed was a wrong policy."

"However she refused to do the work for which she was employed. What else could the council do but dismiss her? It is a pity that the matter could not have been resolved by negotiation."

The NUT is considering whether to appeal. However, this is unlikely to succeed as it would have to be on a point of law. The industrial tribunal was limited to deciding whether she had been dismissed fairly, it could not consider whether the county council's policy on staffing ratios was right in the first place.

Mrs Crosbie, aged 37, was sacked after she had claimed she could not supervise 40 children with only one nursery assistant.

She said this week: "The chairman of the tribunal was sympathetic as far as he could be but I didn't fully appreciate how narrowly the tribunal was bound in what it could consider."

A spokesman for the county said that—as far as it was concerned—"the matter is now closed".

Inter-party plea to Carlisle

A delegation from the Council of Local Education Authorities met Mr Mark Carlisle, the Education Secretary, on Tuesday to deliver a blunt message that if further spending cuts are made, standards in the classroom and the quality of education generally will decline.

In a 90-minute meeting the representatives, including members from Conservative shires as well as from Labour cities, made a plea for honesty by the Government—a plea which was demanded at the annual CLEA conference in July.

The members also sought and got a promise from Mr Carlisle that any further cuts in the higher education budget would fall evenly on the universities as well as on the colleges and polytechnics in the local authority sector.

Although Mr Carlisle indicated he would fight his corner in the Cabinet, he said in a speech in Birmingham last Sunday that cuts in public expenditure were a central part of Government policy and education "has to play its part in finding the necessary savings".

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Platform

John Wilson thinks political education can only begin

when personal values stop getting in the way

Too intimate to teach?

Political education is now a fashionable notion, not only in the United Kingdom but in many other countries. As with other educational titles in this somewhat murky area —"moral education", "social education" and so on—only a clear and adequate grasp of the proper objectives can save it from being at best time-wasting and at worst disastrous.

One of the possible *disasters* is easy to see: the indoctrination or inculcation of certain specific political values or beliefs. That commonly happens in Marxist countries, as it happened in Nazi Germany. To inculcate a belief in "democracy" or "democratic values" is no better. Plenty of intelligent people from Plato onwards have thought democracy mistaken. If we sell any particular line of goods to children just because it is our line and we believe in it, we do not only incur the same criticism that we would apply to other nations with a different line of goods: we also run the risk of rejection and rebellion by those same children when they become older.

The other disaster is to forsake any belief in the successful application of reason at all: to deny the possibility of more or less wise (sane, rational, unprejudiced) political decisions and actions: to regard all issues as ultimately relative to one's ideology. That would lead to courses in political education which dealt only with the hard facts [illegible] far as making up their [illegible] questions [illegible] was concerned. This would certainly be boring, and perhaps in the long run disastrous as indoctrination with one particular ideology.

We avoid these two errors only by trying to get clear about (1) what counts as a specifically *political* question or issue, and (2) what kind of equipment and forms of reasoning the rational or educated person needs to deal with such issues. Both these questions are answerable; or, if they are not, we cannot set out to educate pupils in politics, since (on this view) there are no principles of reason that govern the subject.

It goes some way towards answering them to suggest (1) that political questions are a "sub-set" of questions about what it is right to do, that they arise specifically when public rather than private goods are at stake, that they characteristically involve reference to certain kinds of goods necessary for any society (for instance, truth-telling, law and order, freedom and so forth), and that they arise not only in nations but also on a smaller scale in schools, committees, families and indeed any social group; (2) that among the equipment needed is a firm grasp of the relevant concepts (authority, law, etc), a basic moral education, and sufficient practice in handling real-life political situations.

Unfit for consumption by the young?

It is remarkable that these rather obvious points are not more widely understood; particularly since education in any subject or area is based upon them. In science, history, or any other subject we do not sell the pupils our "right answers", and neither do we leave them in a methodological vacuum which suggests there are no such things as right answers. We show them, to put it briefly, *how to do* the subject: in particular, (1) what the subject is, what it consists of, and (2) what principles of reasoning and procedures apply. There is, I think, not much intellectual difficulty about grasping this general idea: the striking fact seems to be that most or all societies and individuals prefer to do something else rather than educate—to reinforce their own partisan values, or to opt out of the whole business in a despairing relativism.

Our failure is doubly dangerous in political education or any kind of education directly concerned with choices of values, since in this area a pupil's values and moral beliefs must be his own rather than second-hand—must be what he reasonably but freely chooses rather than what a government or a gang tell him. For if they are not, and if his heart is not in them, then he will not act upon them; and he will soon cease even to believe them in any serious sense. The language of value has a much more direct connection with action than the language of facts. That is why it is so important to get clear, and to make our pupils clear, about what principles of reason govern it.

Having directed research in moral education for a good many years, I am not optimistic about the speed with which any society will come to grasp these fundamentals. Part of the trouble is that educators do not, on the whole, know or care much about philosophy; but a larger part (perhaps coextensive) is that "politics" and "morals" are not construed as titles of serious and *rationally negotiable subjects*—we construe them as "our (system of) politics", "our morality": not unlike the person who is quoted as saying, "When I say religion, of course, I mean the Christian religion, and when I say the Christian religion of course I mean the Church of England". That remark, usually taken as a joke, represents an impenetrable barrier to any serious education in religion. The barriers to political and moral education are essentially no different.

John Wilson is a tutor in the Department of Educational Studies, Oxford University.

Leavers need 'personal life skills' too, says Schools Council

by Bob Doe

The Schools Council is about to produce its own "framework for the curriculum" emphasizing the skills, knowledge and attitudes all children need to equip them for adult and working life.

Mr John Mann, secretary of the council, said this week the council would soon be publishing a statement on the school curriculum which, unlike the Government's "framework", would concentrate *on the way pupils were taught* as well as on the content of the teaching.

The council would also strive to ensure that the wider "personal life skills" such as the ability to talk and work together effectively, were properly recognized in the new 16-plus examination system now being devised.

Basic literacy and numeracy are not enough; school leavers often lack the ability to put them together or to apply them to practical situations at work, the council says in a discussion document issued this week.

The paper is part of the council's *Skills for Employment* project of which Mr Mann said: "The council *regards this as one of its most* important projects at the moment."

The idea behind it is to get schools to try out new ways of including the basic skills, attitudes and knowledge needed in adult life in the curriculum, not so much by introducing new subjects but by teaching current ones differently.

Mr Roger Sturge, director of the Council's *Developing the Curriculum for a Changing World* programme, said qualities such as motivation, ambition and initiative could be learnt but not taught.

The project leaders would like to discuss with teachers ways of restructuring classroom experiences to enable pupils to develop some of these capacities.

Examples of types of relevant experience were considering in school what a new employee should do with his first pay packet—how to check it, bank it, save it or spend it.

In work, at play or on the dole, it is stressed that these general coping skills are applicable to any circumstances school leavers might find themselves in. "How to use the system and make it work in your own interest", was how Mr Mann summarized it.

This is the £36,000 project's second phase jointly funded by the council, the Gulbenkian Foundation and the Department of Industry. The first phase reviewed the research into the skills needed in employment by several other similar projects.

● The council's discussion document, *Skills for Employment* is for schools taking part in the project only and is not generally available.

Union protest over Young National Front 'vendetta' against teache

by Richard Garner

A teachers' union is threatening legal action against members of the National Front's youth organization amidst fears that a vendetta being waged against one of its members in a Kent school could be repeated elsewhere.

At the same time police are considering whether to prosecute two 18-year-olds wearing jackets with National Front symbols who marched into the school, Archers Court Secondary School in Dover, and shouted abuse at the teacher and took his photograph. Earlier that morning swastikas had been daubed on the outside doors and walls of the school.

The legal action at present being considered by the National Union of Teachers is over a pamphlet headed "Archers Court Young National Front", which accuses "red teachers" of putting "blacks first" and "indoctrinating white kids with alien religions, alien beliefs and communist clap-trap".

It names the teacher singled *for the attack and claims* he a third-year class paint a ham and sickle during a history le The NUT, which—along with teachers' organizations—has demned the National Front's ties, says the teacher was following the school syllabus on history of the Soviet Union.

Since the incident, the Yo National Front has revealed compiling a blacklist of teache which already includes the of 18 teachers, most of whom in inner London.

Mr Joe Pearce, who edits Young National Front broad *Bulldog*, said they would be *targets* of *personalized* leafle campaigns. The organization cruiting children between the of 14 and 18 as members refused, however, to give any of membership figures.

The NUT's legal departme it was not aware of any pamphlets being circ

TUC goes on the road in an image-boosting campaign

The TUC is planning visits to schools up and down the country to tell pupils—and school leavers in particular—about the aims and objectives of the trade union movement.

Trades councils all over the country are being encouraged to approach local schools and ask if they will accept a guest speaker with the aim of correcting the image of trade unionists as being "strike prone".

Workshops have been arranged in London, the Midlands and the North-East to brief potential trade union speakers on their approach to talking to children. More workshops are being planned in the New Year. In Bradford, the local council has approached the education authority for perm to begin its scheme.

Mr John Greystone, education officer with the said: "We see this as part of children's preparation for life."

In Bradford, it was felt that head teachers might not allow TUC visits on the grounds that could be interpreted as a step the political arena. However, David Hart, general secretary of 21,000-strong National Associati Head Teachers, said: "I thi would leave the matter to the vidual judgement of heads."

Boyson v. Labour in Wales

Dr Rhodes Boyson has appealed to traditional Labour supporters from the Welsh mining valleys to reject the Opposition's "totally negative and destructive approach" to education.

At a meeting of Conservatives in South Wales last Thursday, the junior education minister said the old Labour Party really had wanted each child to succeed, whether at the secondary modern, the grammar school or the technical school.

"How *many bright lads from the* mining valleys went on to grammar school and then on to university?", he asked, in a possible side-swipe at the present Opposition Education Spokesman, Mr Neil Kinnock. however, Labour was trying to all children regardless of needs and abilities, into one —the local neighbourhood com hensive.

The Conservative Party by trast, had constructive educ policies, Dr Boyson said. He as evidence the repeal of Lab 1976 Act, the introduction of Parents' Charter and the As Places Scheme, the retention levels, proposals for a single system and a new *vocational* for 17-year-olds and the refor courses in further and higher, cation.

Free cruises

Free cruises aboard the Sail Training Association's three masted schooners *Malcolm Miller* and *Sir Winston Churchill* are offered to secondary schools next year. The cruises, one for a boy and one for a girl are valued at £230. Applications to: The Secretary, Ship Adoption, 202 Lambeth Road, London SE1 7JW.

GLC 'needs technology'

More microelectronics course facilities—as well as trained teaching staff in —are needed in London's schools and colleges if the capital is take advantage of the growing phasis on new *technology* in try and commerce, a report to Greater London Council said week.

Work completed by consulta part of a £200,000 exercise for GLC shows that nationally only out of 8,000 secondary schools any micro-processing equipme recognized general curriculum teaching microelectronics exist that schools have problems over unavailability of software, facilities. The research also cated that virtually no teacher ing or retraining courses are able.

The consultants, SRI Interna Ltd, told the GLC that althou Greater London area is " ably well placed for teachers situation is deteriorating". They recommend that the reviews its training and edu policies, including career gu

et the students choose, say MPs

Biddy Passmore

rmed student choice—not man- er planning—should guide the lopment of higher education, the Commons Select Committ report on higher education, published this week.

e Department *of Education and* ce had asked the committee to at higher education with a view exercising more planning, its man Mr Christopher Price said Tuesday. "The most significant ing of the report is that we do agree", he said.

nstead, the DES should concen- e on providing earlier and better mation on careers and the loyment market, an area where DES record was "very bad d".

ong the committee's recom- dations is the appointment of a minister to take responsibility for strengthening careers guidance and advice to schools. He should review the operation of the careers-advisory service "as a first priority".

The report is scathing throughout about the *department's record on* higher education and proposes many changes that would weaken its control and increase the independence of institutions.

A new Committee for Colleges and Polytechnics (CCP) would be set up to advise the Secretary of State on the funding, administration and planning of institutions in the public sector. But its secretariat would be independent of the DES—and the committee recommends that the secretariat of the University Grant Committee should be made independent as well.

A liaison committee between the two bodies—seen by the committee as the first step towards abolishing the "binary line" between universities and polytechnics—would only have DES observers.

The report envisages a further concentration of research funds on fewer institutions. It suggests that universities with "a substantially funded research effort" should stay with the UGC, while others might transfer to the CCP and become more like polytechnics or liberal arts colleges.

Colleges and polytechnics would be free to start up their own courses free of DES control, as the universities do now. This would be done through abolishing the regional advisory councils and removing responsibility for higher education from the regional staff inspectorate.

To increase flexibility in higher education, the committee recommends that fewer academic appointments should carry "tenure".

The committee expresses concern about the decline in the proportion of 18-year-olds entering higher education—the "age participation rate" which fell from 14.2 per cent in 1972 to 12.4 per cent in 1978 and may drop below 12 per cent in the next two to three years. It says positive steps should be taken to improve it, particularly in those regions where it is low.

Continuing education is also highly emphasized in the report. The proposal for an Open Polytechnic should be urgently investigated, say the MPs.

Fifth Report from the Education, Science and Arts Committee 1979-80; HMSO, £5.20.

mage-building for the arental consumers

all figure in a large rainhat pathetically in the play- d, getting wet. . .

lease be on time", says the l prospectus, "but better late never. Try not to have the ren waiting on the playground arly, especially in cold or wet her; five minutes before the l begins is early enough".

fficient to win the heart of arent—and to win the approval Advisory Centre for Educa- which includes this as one of good examples in their new ourself school prospectus kit. handsomely presented book- meant to help teachers and wondering how to fulfill the f giving information to parents d down in the new Education (Time is short; the new pros- es will have to be produced xt year to affect admissions utumn, 1982.)

The booklet, to be published next explains what the new law is ecommends that schools should *more* information than the mum *to* be laid down by the nment. It proposes, for inst- that schools should publish l of how they intend to inform onsult parents about students' progress and how records are kept. Schools should list their rules—and give reasons for them. They should describe their educational aims and how they carry them out.

Not only external examination results should be given, as the DES discussion paper suggests, but details of all exams and tests, both internal and external, says the booklet. Schools should also say how they obey the Equal Opportunities legislation and provide for the needs of all ethnic groups in their area.

● Meanwhile, Britain's second largest teacher union has written to the Education Secretary, Mr Mark Carlisle, condemning the Government's plans for publishing more information about schools.

Mr Fred Smithies, Assistant General Secretary of the National Association of Schoolmasters/Union of Women Teachers, said the Government was "glossing over the cost involved" and ignoring the extra burden the proposals would place on teachers.

An average sized secondary school *in an urban area* with an intake of 180 pupils might be faced with a demand for 1,800 brochures in one year, he claimed.

Ten-year-old Carl Richardson, from Leicester, is the national winner of the Young Cartoonist of the Year award. His work was chosen at the final held in London this week from among 2,000 entries. Carl won £100, drawing lessons and a family holiday.

School still waits for vital books

by Richard Garner

Children at a Kent secondary school are still without vital textbooks to help them prepare for their examinations this year—even though the autumn term is already half over.

More than 20 teachers at the school, Sandwich County Secondary, have signed a protest letter to education officials, councillors and their local MP, Mr Peter Rees, complaining that "uncertainties" *over the school's capitation allowance* have led to the problem.

In it the teachers, members of all of the three biggest teachers' organizations (the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers and the Assistant Masters' and Mistresses' Association), say: "The uncertainties that have surrounded the allowance has already meant that some departments have not been able to order books urgently required for this new term."

They say their other grievances include the fact that cuts in staffing above the level to account for falling rolls have led to difficulties in planning the school's curriculum and a narrowing of the general educational provision for children. Cuts in ancillary staffing levels have made it more difficult to keep the school clean.

However, officials at Kent county council say the school is no worse off than any other. This year, county councillors told schools in April they could spend 25 per cent of the capitation allowance, increased this amount to 50 per cent in May and then upped the figure to 70 per [illegible] chairman of the education committee, said [illegible] to withhold part of the allowance because of difficulties in budgeting for education before the size of the Clegg pay settlement and the teachers' 1980 pay claim were known. If the money had not been withheld and a decision had been taken earlier, schools could have been worse off.

nion wants watchdog body ensure fair cash deals

vernment should set up a l watchdog group to make schools get enough money cal education authorities for nd equipment, says a book- lished by the National Union chers *today*.

booklet, drawn up as a se to the report by HMI ors, *Aspects of Secondary* ion *in England*, published ecember, criticized the inspec- r failing to draw enough to the lack of resources in

union believes that the ws could have made a real tion to the promotion of onal standards through firm endations to local education authorities to improve expenditure levels on books and equipment and to the government to establish a permanent national working party on capitation levels especially as they relate to the purchase of books and learning materials", it says.

The inspectors are also criticized for not recognizing the need for adequate ancillary support for teaching scientific and technical subjects. Their report said that one technician per four laboratories was "satisfactory". The union argues: "This is highly dubious as it could mean that one technician with responsibilities for a physics laboratory, a biology laboratory, a chemistry laboratory and a rural science laboratory would be classified as satisfactory provision."

oung ignore smoking risks

the small warnings on e packets have been under- y most 20-year-olds, they have nored, says the National 's Bureau.

vey in 1978 by the National Development Study on 800 born in one week in 1958, that more than 95 per cent agreed that "smoking can people's health". per cent agreed that smok- d make breathing difficult, ent that it could cause lung but only 42 per cent thought cause heart attacks.

n Fogelman, assistant direc- the National Children's said these figures *bore out* ess of campaigns to make ic aware of the potential of smoking. But they were essful in persuading people smoking.

Nearly 40 per cent in the study smoked regularly and had done so since they were 16, with more than half of the heavy smokers—more than 23 a day—admitting to coughing on winter mornings. About a quarter became short of breath when walking on level ground or had wheezy chests.

Research findings can and should influence policy, Dr Mia Kellmer Pringle, director of the NCB, said at its annual conference held in London this week.

Lady Young, junior education minister, told the NCB conference *that she deplored* the waste of talent from the failure of many girls to take up maths and science, thus closing avenues of opportunity to themselves at a regrettably early age.

Carlisle defends cuts–in general

In the week when the Cabinet was to decide whether to lop a further £80m off his higher education budget, Mr *Mark Carlisle*, the Education Secretary, spoke out in defence of public expenditure cuts.

"The more we can bring public expenditure down the more a drop in unemployment will follow", he told a meeting of Young Conservatives at Kidderminster on Sunday. "Conversely, the more public expenditure goes up, the more will unemployment. That is why education expenditure at around £8,000m has to play its part in finding the necessary savings."

However, Mr Carlisle was not expressing support for the new education cuts now proposed by Treasury Ministers, which form part of the £2,000m package to be discussed by the Cabinet on Thursday. The Education Secretary thinks the cuts in his department have already gone far enough and will be arguing strongly against more.

'Non-political' survey of Left's strategy

The Advisory Centre for Education, the National Confederation of Parent Teacher Associations, School Teachers Opposed to Physical Punishment and the South Place Ethical Society are among the organizations listed in a 100-page survey of "left-wing plans for transforming education" published this week.

The survey has been drawn up by Common Cause, a group which stands for "parliamentary democracy and law and order" and claims to be non-political. It was prompted, says the group, by "the realization that some left-wing organizations are exploiting the educational system of this country in order to influence the thinking of the younger generation". The group sought but did not find evidence of comparable activity by the right.

The survey is factual and consists largely of quotations *from* the publications of the organizations described. No attempt is made to comment or to make recommendations.

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Diane Spencer visits a special course for Vietnamese teenagers in Yorkshire

Learning refuge

The last lesson on Friday afternoon: maths. The autumn light faded over the dry-stone walled hillside overlooking the classroom.

Inside a small group of Vietnamese boys and girls were learning how to scale graphs. Half an hour earlier they had been discovering why sodium and potassium react violently with water. Both lessons were taught in English.

They were just one class of 40 students—26 boys and 14 girls aged between 13 and 16—who are taking a two-year intensive course to O level standard run by Save the Children Fund at a cost of £210,000 in the now disused Bingley College in Yorkshire.

This boarding school, housed in one of the former halls of residence, is run by six teachers—all women except for Brian Butcher, who is joint director with his wife, Ann. All have some experience in teaching English as a second or foreign language abroad and it is their specialist subject. They are helped by three Vietnamese houseparents.

The students were selected after a stringent three-day assessment when they were tested in arithmetic, Vietnamese and Cantonese as many of the refugees are ethnic Chinese, and whether they could cope with boarding-school life.

Their command of English was also taken into account with allowances made for the length of time they had been in Britain, which varied from three to 16 months.

Mr Butcher said he could take 10 more students. He desperately needs a teacher for Vietnamese as he would like to offer the language for O level.

The teachers are astounded at the rate of progress of their pupils. "They are extremely well motivated", said Mr Butcher. "But the only thing holding them back is their inability to articulate what they hear."

Their written English is good and so is their understanding, but they find English very difficult to pronounce. Quite often they just cannot distinguish between certain consonants: "please" becomes "flease" and "sit" is pronounced as though it begins with "sh".

To help them overcome this, the school day begins with a phonics lesson. Each class works through a weekly programme devised by Margaret Kingsley who has just completed a master's degree in linguistics. The children are drilled into distinguishing between zip and sip, brown and black, please and police. The lesson always includes a short dialogue. This has become so popular with Mrs Butcher's class [illegible] has been [illegible].

Brian Butcher solves [illegible] language [illegible] problem.

The staff are also surprised at the students' level of sophistication. Miss Chia-Ching Chang, the maths teacher who speaks Cantonese but has spent most of her life in England, said she was giving a lesson in probability factors. "Give me an example of something improbable," she asked. "The probability that you will forget to set us homework tonight," was the instant reply.

In spite of their hard work and unfamiliar surroundings, the children seem happy. "You should hear them singing at seven in the morning on their way to breakfast," said Mrs Butcher.

Many are keep fit fanatics. Especially four boys whose families have been rehoused in Pontefract (they have been nicknamed "The Frontepacts" by the staff), who get up at 6.30 for half an hour of skipping. Football, too, is a favourite pastime.

One class goes to the local grammar school to use their laboratories half a day a week and two groups of sixth formers from nearby comprehensives visit the Vietnamese students twice a week as part of their social studies lessons.

Local families have invited some of the students home for Sunday lunch. "We have been delighted with the response from the people around here", Mr Butcher said. "And the children are very popular."

At present, the curriculum is heavily biased towards English, but mathematics, chemistry, biology combined with health, art, general and local studies and comparative religion are taught as well. staff are continuously chang syllabus to match their pupil progress.

The teachers are impre their concentration consider many of them have been school for 18 months. Mis has no doubts that several Friday mathematics class wi university.

However, she wonders if the older boys will begin restless once the novelty new life has worn off. For months they were treated behaved as adults and they suffered a lot of hardship. It be too much to carry on exp them to do their homework to bed early.

Biology teacher Margaret Kingsley encourages scientific observation.

'Conscript' all leavers to community service, says head

by Jill Sutton

A call for a return to conscription for every school leaver, in the form of "national service" to the community, has been made by a Blackpool headmaster. It should be compulsory for all leavers, including those going on to university or college, Mr Deryk Brown, head of All Saints RC High School, an 820-pupil comprehensive, told a meeting of parents last week.

Mr Brown said conscription would help to bring back discipline and order. It would give a purpose to "the rapidly increasing body of frustrated youngsters who have become a time bomb in our midst". And it would create a whole new industry using resources of space, machinery and human experience.

Society, he said, could not abdicate responsibility for the 16-plus leavers. "They must be catered for, as in West Germany, by transferring to a period of training in which they are paid a wage to learn a basic skill.

"It would mean a complete restructuring of the apprenticeship schemes which, if we are honest, are too protracted and too archaic. It would safeguard the heritage of skills passed down from the guilds, which are in serious danger of becoming extinct in a world of press-button technology", he said.

See "School to Work", Page 8

Fees rise hits Imperial

The Imperial College of Science and Technology, London, has lost a quarter of its overseas students this year because of higher fees, the college's rector, Lord Flowers, said in his commemoration address last week. Within that quarter, there were about 40 per cent fewer overseas admissions for one-year postgraduate courses.

"We regret that very much because, if continued into the future, it represents a serious diminution of the contribution we can make, especially to the development of the Third World", he said.

Lord Flowers also stated that the dual support system of funding universities in Britain had broken down. Money from the University Grants Committee no longer covered all the overheads associated with research and the science budget administered by the research councils was being devoted more to the upkeep of institutions.

"If our research is to remain effective, and our teaching lively . . . there has to be a major reappraisal of the support of basic research in the universities of the industrialized countries", he said.

Appeal to help the word blind

The Dyslexia Institute, which was set up in 1973 to help children who suffer from "word blindness", launched an appeal this week for £100,000, with the slogan: "You can read this, please help those who can't!"

The money is needed to expand the number of institutes throughout the country. By the end of 1980 seven will be established with teaching available in 25 towns. The institutes train teachers, develop new teaching methods, assess children, advise parents and research into the problems of dyslexia.

Dyslexia Institute, 133 Gresham Road, Staines TW18 2AJ.

Average girls lose out on economic studies, says research

Girls, pupils of average abili below, and those leaving at 1 the most in need of an edu in economics and the least l to get any, according to a r by the National Foundation Educational Research.

Economics Education 14 to says the real economics issue the day are being ignored in Too much emphasis is placed factual recall and the descr of institutions because the economic concepts are thought be too hard to teach.

The report, the result of Economics Association res project, says there has been development of new teaching in the subject and that those 14 to 16 of all abilities should taught about personal econo commercial and industrial or tion and the real economic facing the country.

Economics Education 14 to 16, Brian Holley and Valerie Skelton, NFER, price £6.50.

Bid to fill the gap with cash donations

Gap, the organization which young people live and work during the "gap" between and university, has launched appeal for £500,000 so that it expand its activities and emplo full-time director and staff.

The organization receives inquiries a year and is able to only 500 students. Although started in the public schools cessful applicants are now almost equally from indepe and state schools.

Jobs vary from working old people's home in jackerooing in Australia, farmin Uruguay or working as a bank in Brussels.

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itiative likely to founder again on deadlock over places

eneral Council bid looks doomed

ichard Garner

itiative to set up a General ing Council on the lines of the Society and the General Medi- uncil looked likely to run into ulties this week.

e initiative, taken by the Col- of Preceptors, which was set 1849 by Royal Charter, may into the same difficulty found various teachers' organizations ch tried to set up the council selves: the fact that there is reement on the level of repre- ion each should have on the il.

college, which runs in-service courses for between 1,000 500 teachers a year leading to oma, urged all teachers to fill uestionnaire published in *TES* eek. It asked them to say er they: (i) were in support principle of the council; and (ii) would be prepared to attend a conference to set it up. If there is sufficient response, this is likely to be held in London next spring.

According to the college, the aims of the council should be: (i) to maintain a register of teachers qualified to practise; (ii) to advise on teacher training and on qualifications for admission to the register; and (iii) to establish a code of conduct and set up a disciplinary committee.

Mr Robert Balchin, chairman of the college, said: "If we had a response from 500 teachers we could form ourselves into a pressure group. If, say, there were 50,000 responses, we could say there is some indication it is going to be successful and we could approach the Government.

"It would have to be a statutory body to succeed and I hope that the Government would see the sense of appropriate legislation."

Mr David Hart, general secretary of the NAHT, said: "I welcome any initiative to break the current deadlock, but I think that the College of Preceptors underestimates the difficulties. They are quite enormous".

For the National Union of Teachers, Mr Fred Jarvis, the general secretary, said that discussions between the teachers' organizations "came to a halt because in spite of a substantial measure of agreement, there were some matters on which views could not be reconciled".

Mr Peter Smith, assistant secretary of the Assistant Masters and Mistresses Association, said: "All credit to the college for running the advertisement but I don't think they have the clout to break the log-jam".

ing at doctors and nurses has been taken seriously by the National Association for the Welfare of dren in Hospital, which has produced a range of toys, books and games to prepare children—nearly a million a year—for a stay in hospital. Pupils from West Ewell first school try out the toys at an ibition at the Kings Fund Centre, north London, which is on until December.

Cuts which hit classes for adult literacy are 'morally wrong'

by David Lister

Local authorities who cut spending on teaching adults to read and write are "morally wrong", Dr Richard Hoggart, chairman of the government-financed Advisory Council for Adult and Continuing Education, said this week.

A *TES* survey earlier this year revealed that one in 10 local authorities have made major cuts in their literacy budgets, including a 50 per cent cut by Leicestershire and a 42 per cent cut by East Sussex.

Dr Hoggart, warden of Goldsmiths College, London, told the ACACE annual meeting in Abergavenny: "Adult education is suffering very badly now. It's a discretionary area and therefore it is bound to suffer, but we say to l.e.a.s that there are certain areas in adult education such as illiteracy where it is morally wrong to make these cuts."

Mr Michael Roberts, MP, junior minister in the Welsh Office, told the meeting that the advisory council had to get across to the public what it understood by adult education. Most people still thought of it in terms of cooking and flower arranging, he said.

The advisory council has just completed its first three-year term of office, and has been given another three years of life by Mr Mark Carlisle, Education Secretary. His new appointments to the council include for the first time representatives from the polytechnics. The appointments of Mr P. Holmes, assistant director at Bristol Polytechnic and Dr T. Burlin, senior pro-rector at Central London Polytechnic and Mr D. Lewis of Sheffield City Polytechnic coincide with a government consultative paper stressing the vocational [illegible] continuing [illegible]

Richard Hoggart: attack on cuts

- A [illegible] for [illegible] recruit black teachers for further and adult education was made last weekend by Mr David Lane, chairman of the Commission for Racial Equality, writes Diane Spencer. Speaking at a conference on multicultural education organized by the CRE and the National Association for Multiracial Education in London, Mr Lane said:

"The visible presence of black teachers is one of the most effective ways of making it plain to young people that ours is a multiracial society", he said.

- Universities have considerably more adult students following part-time courses than younger students on full-time undergraduate courses, the Committee of Vice-Chancellors and Principals points out this week in response to the Government's discussion paper on vocational continuing education.

The CVCP says: "While the public thinks of universities as institutions for teaching 18- to 21-year-olds, they in fact play a major role in mid-career education and training for industry, commerce and the professions. Universities expect their contribution in the [illegible]

Personal column

Ted Wragg

Home truths

arents did not exist we should to invent them, if only to look children's evenings, weekends uring school holidays. and take lame for vandalism, unemploy- punk rock, England's failure t the West Indies at cricket, uclear fallout.

ore 1967 it was a bit, well, to be a parent, certainly e sort of thing to boast to friends about, but then the en Report said that parents not only necessary, but might be rather good if properly ained.

pre-Plowden view of parents dequately summed up during eling I received for my first parents' evening from one of enior old lags on the staff kept them firmly under his "You give them five min- ch", he told me, "and then nd up. That signals the end nterview, so you shake them hand and send them on their

hat if there's a problem?" ed innocently. "Should you handle things that they actu suggest you are not teaching so very well, you must put sternest expression, and say , Mrs Fanshawe, I suggest we for the truth a little nearer "—or something to that ." Never risk your no claims by admitting blame, was the ge.

slightly strained relationship en parents and teachers is per- nescapable. After all, the law ing teachers *in loco parentis*, han away certain fundamental which parents held during rst five years of their chil- lives: to determine how they spend their day, how they behave, what they should nd how they should be re- and punished.

nts can thus find that, having children both their genes their jeans, they do not like the former are nurtured ol and their children are not llowed to wear the latter. day eventually came when children began school, and, ny teachers, I found myself the wrong side of the iron grille. I waited anxiously with the other supplicants, twitching nervously, practising touching our forelocks, curious to know why we had to send so many egg-boxes to school, only for our children to bring them home again the following day painted purple with rice crispies glued on, and labelled "Brontosaurus", "Star Ship Enterprise" or "Kevin Keegan". The local corporation rubbish tip must have been a veritable Tate Gallery of luridly painted non-biodegradable detritus.

"I'm afraid your Mary is very slow", the teacher announced to the first beetroot-faced victim, and we all felt our stomachs lurch as we realized we had finally begun our apprenticeship as parents-at-school. The teachers among us felt especially wretched.

We once did a home and school research project at Exeter University during which we interviewed several hundred parents and teachers, and mounted action programmes in a number of schools where everyone worked assiduously to involve parents more in what was going on. It was a most absorbing project.

Interviewing parents in their own home was both fascinating and demoralizing. There was considerable goodwill around, but massive ignorance about what was going on in school. Most children, it seemed, communicate like my own. The school has burned down, the head has shot himself, the senior mistress has run off with the caretaker, and six first years have been busted by "the fuzz" for running a protection racket, but ask them if anything happened at school today and they mumble "same as usual" before scampering off to do their homework or watch TV.

I felt a sense of utter despair after some interviews. In one house the father had just smashed the place up in a drunken rage and walked out. In another, the boy lived with his mother in one damp room and had to go to bed at 5 p.m. in the winter because there was nothing else to do. I looked at the water running down the walls and wondered if even the most caring, concerned teacher could ever have the first inkling of what home life was like for the lad. Perhaps someone would grumble at him the next day for not doing his homework properly.

Teachers have two major anxieties about letting parents get too close. One is that they may look down on teachers if they see them at work, especially if they are observed ramming kids into their wellies at 4 o'clock. The reverse is the case. In the Exeter research, every parent I interviewed was full of admiration after seeing demonstration lessons, watching a videotape or sitting in on classes during an Open Day.

The second is that they may take over. A friend of mine teaches English in the United States in an area where the books he uses are vetted by a group of parents so extreme they probably regard Margaret Thatcher, Sir Keith Joseph, and Attila the Hun, for that matter, as "wets". They banned *Catcher in the Rye* and *Waiting for Godot* in the school. He protested. Back came the reply: "OK, you may read pages 14, 15, 19, 20 and 27 of *Waiting for Godot*".

We are a long way from that kind of crass control. It was parents working with teachers who overturned the Express College notion in Plymouth and helped preserve ILEA. In some areas as many as five or six parents are on school governing bodies. The combination of teachers and parents working together in education is as formidable as their working against each other is frightening. A great deal has been achieved in the 13 years since Plowden and it may now be time to review the home-school partnership again.

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School to work

Jack Mansell has mapped a new work preparation route, David Lister reports

The flexible core of Mansell's Law

Jack Mansell as Natfhe ... in 1975 when he helped ... FE teachers their much ... 30-hour working week.

Many teachers must have been perplexed when they read that the Government had decided to drop the certificate of extended education for the non-academic sixth former, and adopt instead the one-year vocational preparation courses recommended by the Mansell report.

The CEE was fairly widely known, but the Mansell report, *A Basis for Choice*, was written for the further education sector itself and has not been published. So few teachers will realize how important a departure in the education system this new curriculum is, with its insistence on a common core.

The Mansell report does not actually recommend a single course or a single exam. Instead, it calls for a new range of pre-employment courses made up of a basic core of general education combined with vocational studies. The core would account for 60 per cent of the course and include, among other things, moral and political education, the first time they have been prescribed in British schools, and a prescription that the report's author Jack Mansell admits will "raise a few eyebrows".

The report was written by the further education unit in the Department of Education and Science. The FEU with its scant resources is known within the DES as a poor man's Schools Council. The unit acts as a focal point for curriculum development in further education and Mr Mansell took over as its director last month when its former head, the highly regarded Geoffrey Melling, returned to the Inspectorate.

The DES has been accused of trying to ignore the further education unit which was set up by Shirley Williams, and though financed by the department, it is independent in terms of policy and responsible to its own board of management.

But Jack Mansell has a history of being successful against the odds. He left school at 14 and looked after his younger sister when they were both evacuated during the war. His education was again interrupted when he had to leave his apprenticeship as an engineering craftsman to be called up towards the end of the war. He started his teaching career in the ranks as an instructor in the army bureau of current affairs, where a quarter of his students were almost illiterate. After a lengthy spell in industry, he entered FE via Garnett College, later becoming head of engineering technology at Paddington college before taking up his FEU post.

A former president of the lecturers union NATFHE, he led the union five years ago to negotiate their now much envied conditions of service agreement. With patience and dexterity befitting a man who counts gardening and fencing among his hobbies, he helped win for the FE sector a working week of 30 hours for lecturers, with maximum class contact time laid down, ranging from 20 to 22 hours for scale I lecturers to 13 to 16 hours for principal lecturers. And with what proved to be of great foresight he insisted at the last minute that test preparation also be counted as class contact time. Further education teachers who now spend many hours on technician and business education council work know how valuable that clause has proved.

Mr Mansell admits to being "quite proud" of the conditions of service agreement, though he feels it has been grossly distorted by some sections of the press. (The *Daily Express* labelled it a "skiver's charter").

"Basically", he recalls, "being a moderate I think we got the agreement by stressing the complexity of the teaching job rather than pressing for industrial action. I wouldn't wish to ignore what industrial action can do. But it should be the last rather than the first resort."

As his lecturing career progressed he began "almost accidentally" to get much more interested in the "educational process as such" and embarked on research on the curriculum, projects on team teaching, assessment, curriculum evaluation and took up education consultancies in Singapore and India.

His experience in form entry had left him in no doubt of the bewildering plethora of one-year courses facing the uncommitted school leaver. The *Basis for Choice* report offered a solution in its common one-year curriculum framework.

"The solution happens to be coincidentally applicable to schools", says Mr Mansell, "and the Government have made it the main alternative to the A and now I level streams." What happens though to the students between A level and the *Basis for Choice* groups who might have been candidates for the CEE?

Mr Mansell admits that there is "a gap in the spectrum", the youngsters who have a reasonable clutch of CSEs or O levels but are not A or I level candidates and now cannot get jobs.

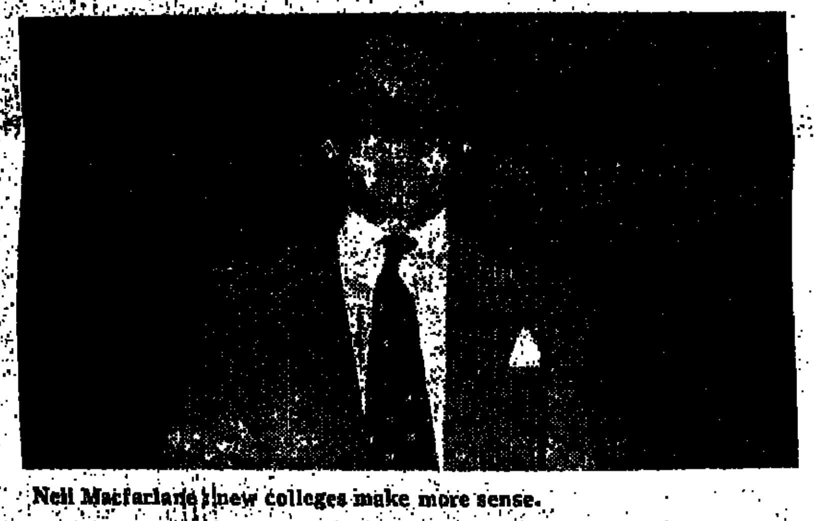
It irks him a bit that his proposals are being described now as a 17-plus exam rather than a course or preferably curriculum framework. Schools tend to put exams first and the curriculum follows. FE is the other way about, he says. The Mansell vocational preparation curriculum prescribes only areas and objectives. It is not prescriptive, in spite of its 60 per cent core element, about actual subjects to be studied. Students who complete it will get a four-page sophisticated profile which could include some formal test but also some work experience and "maturing experiences" such as visits to magistrates' courts.

"The concept of vocational preparation is a concept more amenable to a mobile work force and new technology than more rigid apprenticeship schemes", Mr Mansell explains.

"We have to recognize that everybody must have a chance of doing something. It is not good ... for industry to use marks ... to grab the highest ability ... date. They ought to real... they have certain jobs that ... youngsters can do."

He says the alternative ... the rigid apprenticeship ... that have dominated ... thinking, would be a "... vocational preparation ... a kid flexible, gives him ... and allows him to jump ... that employment demands.

"Some form of curriculum ... earns the transition from ... work is the right of all ... leavers, whether they are ... low ability, committed or ... mitted."



Neil Macfarlane: new colleges make more sense.

Macfarlane committee will sidestep 16-plus issue

Part-time sixth formers are envisaged by the Macfarlane committee, whose report on the education of the 16 to 19s is due at the end of this year.

The final draft of the report will be considered in a fortnight's time by the committee of local authorities and DES officials, headed by Mr Neil Macfarlane, junior education minister. It suggests that in some areas where further education facilities are scarce, the schools might take over the provision of part-time courses for those who have left full-time education.

The report—which says little or nothing otherwise about the education of either the unemployed or of young workers—sidesteps the main issue in post-16 secondary education, which is whether it can best be provided in school sixth forms and further education colleges, or sixth form and tertiary colleges.

Most of the DES officials, together with the inspectorate and Mr Macfarlane himself, have come round to the view that, in most if not all cases, it makes more sense educationally and financially to concentrate the post-16s in the new types of college. But the committee decided to avoid the issue.

The draft report states that the committee feels that sixth form and tertiary colleges may be the best solution in some areas, and that it has carefully considered whether to recommend that they should be adopted everywhere, but that it would be impracticable because "of the realities of existing investment and the different demographic possibilities of particular local authority areas".

In fact, the committee did not even discuss the desirability of a pronouncement on the merits of sixth form colleges and tertiaries. The report, however, does publish a good deal of data on examination results which shows the new colleges in a favourable light.

It calls on each authority to review carefully its existing provision in schools and colleges and try to produce the most effective overall pattern. "They must challenge the accepted wisdom about the roles and responsibilities of individual colleges", it says.

To help authorities secure more effective collaboration, the committee wants a reduction in the differences between the pay and conditions for schools and college staff. Legal distinctions between the two kinds of establishment need not be an obstacle if there is enough goodwill, it says.

Compulsory service: a great debate?

by Mark Jackson

The most emotive issue in youth affairs, compulsory youth service, is coming to a head. Youth organizations are preparing to resist a major public campaign by those who favour conscripting youngsters for community work.

Influential politicians, including Mr Michael Meacher, MP, a former Labour minister and Baroness David, the opposition education spokesman in the Lords, are among the founders of a body which has been set up to push the idea of a national programme of full-time community work for all young people. The group, who call themselves "The Commission on Youth and the Needs of the nation" want to force a widespread public debate on whether youngsters should be compelled to spend a time in such service.

Coincidentally, it appears, a powerful plea for all young people to be legally barred from ordinary employment and to be obliged to undertake community work has been made by one of Britain's leading employment experts, Professor George Wedell, who is now head of the Common Market Commission's vocational training division.

The Commission on Youth's chairman, Mr Mike Henson, the Manpower Services Commission's former Greater London regional director, who set up the government's original work experience scheme for unemployed youngsters, says that he is against the principle of compulsion, but that it needs to be thrashed out publicly if only to dispose of the idea. But among the members of the "commission" is Dr Alex Dickson, chairman of Community Service Volunteers, who is the leading proponent of what he prefers to call universal service.

It was following a meeting between Dr Dickson and his director, Mrs Elizabeth Hoodless with the Prime Minister earlier this year that employment ministers suggested that the dole might be withheld from those who refused to do some form of community work. The Prime Minister had to intervene in the ensuing row, making it plain that the Government was not considering any compulsion. Some of those present at the meeting say that Dr Dickson at one point advocated what sounded to them like compulsory service for the young, and suggested that the army might be asked to second instructors. Dr Dickson says that the conversation was confidential, but agrees that he is in favour of using serving members of the armed forces to instruct youngsters on community service projects.

Whatever Dr Dickson actually said at the meeting, Mrs Thatcher quickly made it plain that she was not interested in any form of conscription.

Although Professor Wedell says he has been attracted by some of Dr Dickson's ideas, the professor's advocacy of compulsory youth service primarily as a way of combatting unemployment may embarrass the commission, which wants to emphasize its educational and moral value. They agree with the professor that an important element of a national programme is that it should cover everyone and not only the underprivileged—both Professor Wedell and Dr Dickson believe that community service should be one of the entry qualifications for universities. But the commission group say that community work ... be a second best to employ... as a means of supplementing ... and social services.

Mr David Howie, director ... National Youth Bureau, said ... the youth organizations would ... come debate on the issue if ... to a genuine scheme with ... opportunities for youngsters ... that would not happen unless ... people themselves and those ... worked directly with them ... brought on to the new body.

Mr Howie thinks that the ... of compulsion will have to ... largely in any discussions ... national scheme, despite the ... opposition of the youth organ... in the past. "A lot has happ... in the past two or three years ... support for compulsion is no ... confined to a few backwoods... You might find that a good ... youngsters would say they ... prepared to do community ... only if everyone had to." ... that in any case, even if ... jects were begun right ... develop the necessary ... projects, it would take ... years before there was ... enough programme to cover ... youngster.

Mr Nicholas Hinton, director ... the National Council of ... Organizations, agreed that ... inevitable that the compulsion ... should be discussed, and ... inevitable that it would be rejected ... because it was simply ... apart from any question of ... morality. In a report last ... council made a point of ... its opposition to any compulsory ... participation in youth programmes ... or any attempt to use the ... drawal of benefits as a stick.

Technology gets a very mixed response

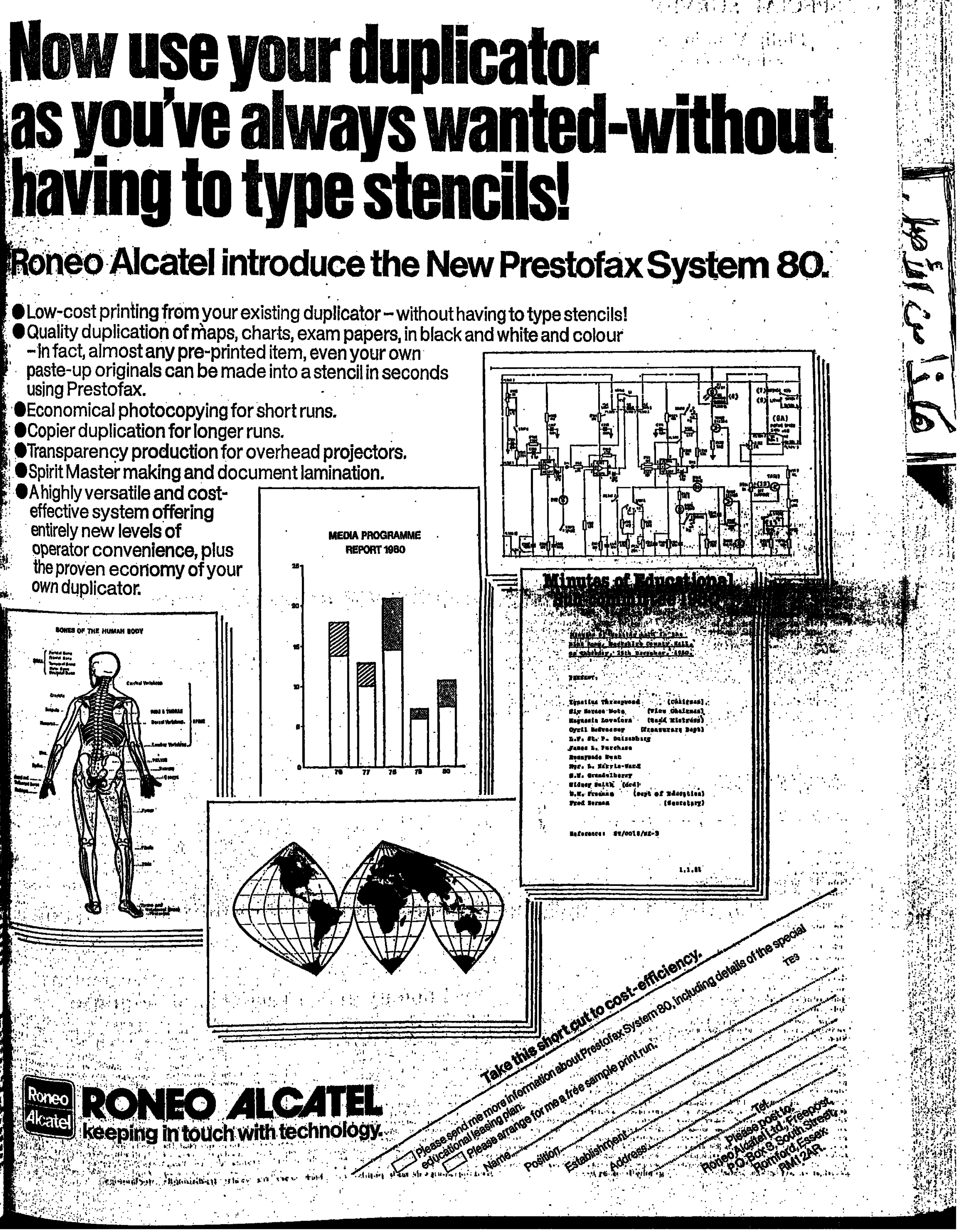
Mixed schools turn boys' thoughts towards technology, but girls away from it, suggests a report published this week. The report, produced by the University of Bath and the Standing Conference on Schools' Science and Technology, with Department of Industry money, is based on a survey of 10,000 fourth year pupils.

It finds that boys have significantly more favourable attitudes to technology and industry than girls, and that boys in mixed schools favour them more than those in boys' schools. But girls in single sex schools favour technology and industry more than those who are studying alongside male pupils.

The researchers say that they can see much to be done with this information, but one solution might be to teach boys and girls technological subjects in separate classes, in view of other recent research findings that in mixed schools boys tend to veer more towards technological studies and girls towards the arts. They add the suggestion that it might be helpful, where possible, to let boys and girls have equal time with male and female teachers of technological subjects.

The researchers point out that the situation may change because schools, in response to the Equal Opportunities Act, are now teaching both sexes the crafts traditionally assigned to one, whereas the ... form girls in the survey had ... been taught engineering and ... cal subjects in their first ... years. In all the study schools ... were now strenuous attempts ... courage girls to study physics ...

The researchers report that ... the study schools there ... growing receptivity towards ... idea of pupils going on to ... gical careers. But they ... spending cutbacks, which ... were having a notable effect ... Nuffield based science teaching ... probably prove detrimental ... pupils' own attitudes ... technology.



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Philip Venning reports on a major 'TES' study of the effects of cuts and falling rolls on the curriculum

Overloading the system

Hundreds of teachers are teaching longer hours simply to keep the curriculum going, and the number is likely to rise dramatically with the next round of cuts next year.

A *TES* survey of more than 1,000 secondary schools in the United Kingdom shows that exactly half the 700 schools that replied had been forced to cut or reduce the teaching of some subjects this year. About 40 schools said that they were only managing to keep the number of subjects on offer by asking teachers to give up free periods and time for marking to spend longer hours in the classroom. This was specially true for heads, deputies, heads of department, and senior teachers, who were expected to put aside administration and increase their teaching load.

The survey—of the effects on the curriculum of cuts and falling rolls—shows that this increase in class contact time is sometimes considerable.

A school in Northern Ireland, for example, has managed to preserve its curriculum only by cutting time spent by staff in supervision and marking. "Teachers this year are actually teaching two and a half hours more a week than in the previous school year."

In a large Berkshire comprehensive the headmistress and her deputies have taken on a "significantly heavier teaching load" to avoid restricting the curriculum. A Scottish head complains that senior staff have had to give up many desirable activities to increase their time in the classroom.

The head of a West Sussex comprehensive has increased the con- [illegible] for [illegible] heavy teaching load, especially when in two cases they are also heads of department, to give adequate time to pastoral and administrative problems. The staff agreed, but it is short term, and not the best answer."

Increased teaching commitments, and the pressure on staff from shortage of books and equipment, had resulted in extra strain on teachers, a number of schools commented.

Overall the survey shows that though many schools are still largely unaffected either by cuts or falling rolls, the curriculum is already under attack. Many schools said that they were surviving this year but would give quite different answers if cuts next year were adopted as planned. In other schools, however, falling rolls were a greater threat.

A short questionnaire was sent to just over 1000 secondary schools in the United Kingdom, and almost exactly 700 were returned. The response rate was much the same across the country, with odd exceptions. London, for example, was poorly represented. In addition about 150 were sent to middle schools, 72 of which replied. Inevitably some schools were in the process of closing down, reorganizing, or starting their first term. They were excluded from the results.

Pupil numbers are only falling in a third of secondary schools according to the survey. Government forecasts suggest that the number of 11 to 18s in school should now start going down, but the survey shows an uneven picture. Growing numbers in the sixth form seem for the moment to be offsetting the drop in the number of younger children in many schools, though the survey does not give enough information to quantify this.

The threat to the curriculum comes most strongly from cuts in teaching staff.

The survey shows that most schools that lost staff had falling rolls, though this varied between areas and districts. The main dis- [illegible] have tended to be most severe. A third of county schools had falling rolls, but 42 per cent suffered full time teaching staff cuts this year.

The situation is confused by the fact that some schools with rising rolls have not had expected increases in staff and resources because of cuts, and have often suffered as much as schools which literally lost staff.

Contrary to expectations, staff reductions have not fallen entirely on part-timers. As the table shows, a quarter of all schools lost part-timers (and others had a reduction in the number of hours they worked). But this lower figure may simply indicate that many schools use few if any part-timers anyway.

The burden on teachers, and particularly heads, has been increased in many schools by cuts in school support staff—secretaries, laboratory assistants, and so on. But contrary to some predictions, local authorities have tended to cut teaching jobs before these.

Overall 21 per cent of British schools had a cut in their support staff this year, not counting those where the staff are working shorter hours.

Relatively few heads complained about these cuts, but those that did were vehement. A Wiltshire grammar school lost a full-time clerical post last year and a part-time one the year before. "I write letters long hand, take phone messages, do all the filing, address envelopes" the head comments. "I am one of the country's most highly paid clerical assistants. I am working long hours to ensure that no pupil, no member of staff, and no one in the local community suffers just because the elected members in this authority are so short-sighted as to think they can save in this direction."

A Leicestershire school has suffered a 40 per cent cut in laboratory and general assistants. This has been covered by using clerical assistants for some of these jobs, and giving some clerical tasks to senior teachers. The school now has no full time secretary or lab technician.

A Dorset head has had to change the staffing balance slightly in favour of the science teachers to give them laboratory cleaning time, because of cuts in lab staff—"surely a sad waste of skilled teachers. I am in the minority in thinking that slightly fewer teachers well backed by ancillaries is better than just cutting back on ancillaries".

On the whole, cuts in ancillaries have not had any direct effect on the curriculum. No school has axed a science subject, for example, simply because of a shortage of lab staff.

As rolls fall and the number of teaching jobs shrinks, the familiar shortages of subject specialists may become less serious nationally. But for the moment they still inhibit many schools from offering as full a curriculum as they would like, according to the survey. Of the nearly 300 schools that reduced the teaching of a subject, and the 150 that dropped a subject completely, 26 per cent and 13 per cent respectively said that an unfilled post for a subject specialist was partly responsible. The question was ambiguous, and some of these schools probably meant that the post had been a victim of cuts, and not that there were no suitable applicants.

Many schools, particularly those in Scotland, have had trouble recruiting certain subject specialists however. The head of an Aberdeen school, for example, reports a maths vacancy which is unlikely to be filled this term. "In which case drastic changes will have to be made over the whole curriculum."

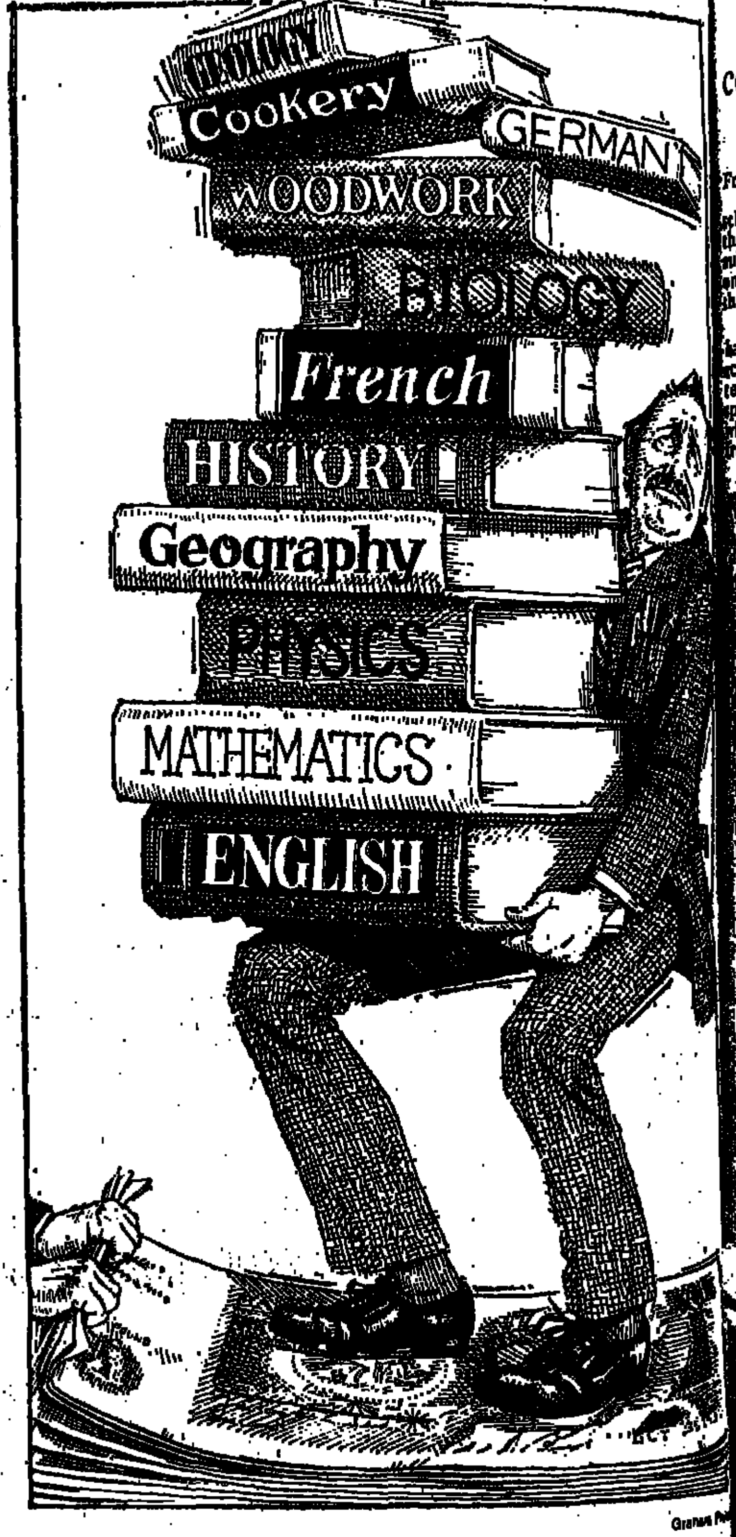
A large Hertfordshire comprehensive has had difficulty filling physics, maths and chemistry posts and "those appointed to fill vacancies in these subjects would not have been successful in earlier years."

A Solihull school has allocated more time for teaching history and geography at the expense of maths and science "solely because we could appoint staff in the former category but not the latter".

These all tend to be the old problems, from the time when education spending and pupil numbers were growing. But in the short term they may actually get worse as rolls fall more sharply in some areas than others, and policies of no compulsory redundancy mean that the curriculum is distorted by the chance of which teachers leave which stay. A Lanarkshire spelled out the fears of others: "In the smaller school loss of one specialist has a effect on the curriculum. As teachers of shortage subjects to be the first to leave on tion. During this session this is likely to lose assistant of physics, maths, and music."

Last week Lady Young, a education minister, told a that as rolls fall teachers to become more versatile. The confirms that this is already to happen. Though not asked about it, a small number

Continued opposite



Graham P

Table one: rolls; staff cuts

Percentage of schools

	Falling rolls	Teaching Staff cuts Full-time	Teaching Staff cuts Part-time
London	50	62	36
Mets	43	37	16
English counties	32	42	34
Wales	39	30	16
Scotland	38	23	10
N Ireland	35	19	5
United Kingdom	36	39	26

Table two: the subjects

Percentage of schools cutting at least one subject completely, adding at least one new one, or reducing the teaching of at least one.

	Cut	Add	Reduce
London	10	67	42
Mets	22	46	37
English counties	22	39	46
Wales	12	42	35
Scotland	22	30	25
N Ireland	3	30	26
United Kingdom	21	41	43

'Of the 150 schools that dropped a subject, two-thirds blamed cuts in various forms'

Overall a fifth of schools had dropped one or more subject completely this year; 43 per cent had reduced the teaching of some subjects; and 41 per cent had added one or more new subjects.

As the table shows, these cover wide regional variations. Northern Ireland's schools seem fairly static, while over half of London's schools were able to offer an extra subject this year. Generally the biggest erosion of the curriculum was in English county schools.

A significant number of schools had virtually the same curriculum as last year: one in five made no changes at all and exactly half made no cut or reduction, but may have added a subject. This varied from 71 per cent of Northern Ireland schools to 43 per cent of English county schools.

These simple measures are only a crude indication of the highly complicated way that schools decide their time-tables and curriculum policies.

As the survey shows, many of the decisions to phase out some subjects were merely part of the normal process of evolution—pupils' preferences change, new subject areas attract priority.

Of the 150 schools that dropped a subject, many gave several reasons. Two thirds blamed cuts in various forms, 44 per cent mentioned lack of pupil demand or curricular policy, and 13 per cent mentioned unfilled posts for subject specialists. The corresponding figures for schools that simply decreased the teaching of some subject were 75 per cent, 28 per cent, and 26 per cent.

Excluding Latin, which with odd exceptions continues to decline through lack of demand, the main subjects that were dropped tended to be unusual varieties of familiar subjects, often only introduced recently. Geology was the principal casualty, along with modern language options like German and Spanish (though the reasons in this case were equally divided between cuts and lack of demand).

Music, drama, religious education, and home economics, were all dropped by several schools, as were economics, business studies, and shorthand and commercial courses. The former group were largely the victim of savings in the schools, the latter very often the victim of a reduction in link courses with local colleges.

A Liverpool secondary modern, for example, dropped social studies to allow more teaching time for other subjects, and environmental science disappeared when the teacher left for promotion, and staffing cuts prevented a replacement from being appointed.

An East Sussex comprehensive dropped fourth year civics and sixth form general studies, solely because of staff cuts. A Northumberland school lost sixth form British Constitution, environmental studies and sociology; a Dundee school dropped Italian and engineering science because falling rolls had forced them to rethink their general curriculum policy.

Where schools had reduced the teaching of some subjects, the first casualties tended to be the same kind of peripheral ones. But, inevitably, core subjects like English, French, and maths were sometimes also affected.

Maths, science, and craft subjects were specially vulnerable, as were art, needlework, home economics, music, and drama. Of the nearly 300 schools that did cut down on subjects, 43 per cent lost some teaching of maths, science, or technology. One in 10 were forced to cut back on maths by loss or shortage of staff; and one in 20 did so for English.

Staff cuts in a Lincolnshire secondary modern led to a reduction in English and maths teaching in all years, and the head fears worse when staffing comes down even more.

The solitary piece of good news is that schools throughout the nation have taken to heart Government exhortations to embrace the microelectronics revolution. The year 83 schools either added computer studies or extended its teaching, and another 10 added electronics. Many of the other subjects added had a vocational slant.

Because rolls are generally ing in the lower part of the and rising at sixth form level might be expected that schools cutting back the first and year courses to allow an expan of choice after 16. The questionnaire did not provide enough mation to verify this, but it seem that this is not generally case. It might also be expected schools would have chosen exam subjects as the first to or reduce. Nearly six out of all schools that did reduce teaching of a subject, this picked on exam subjects, a tion that was broadly simil

regions. This was confused by the fact that a significant number of schools had started some kind sixth form link with neighbouring schools, and this had in some cases to a full reorganization of the 16 curriculum.

Schools used a wide range of timetabling ingenuities to keep the curriculum going, or effect cuts in least damaging way. The most method was to increase the of classes. Nearly 120 schools done so this year. Generally was in line with a local authority decision to worsen the pupil teacher ratio.

Few schools specifically complain about class sizes, though in one or they seem to be growing rather. A Shropshire school, for example, has a rising roll, but has no increase in staff. As a result level groups in English and mathematics now have 33 and 34. The head is expecting "dramatic/disastrous effects" on curriculum if next year's cuts are implemented.

'Decisions on courses are already distorted by cost'

From previous page

schools specifically mentioned that their staff were having to teach subjects other than their normal ones, and a large number implied this was happening.

Staffing in languages and science have only been kept up in a Walsall school "by appointing teachers to teach subjects in which they are not specialists and in some cases, in which they have no experience or training at all".

In spite of the public outcry the most visible of the cuts—the reduction in money for books, materials and equipment—has not yet had a direct effect on the range of subjects taught.

Only three schools mention it as a reason for dropping a subject, and a further five give it as a reason for reducing the teaching of a subject. In most cases it was only one of several factors, and was in subjects that needed specialist or expensive extra equipment.

These answers conceal the fact that the initial effects of capitation cuts on the curriculum tend to be more subtle, as many schools pointed out. Outdated books and poor equipment may reduce the quality of teaching. Perhaps more importantly, the shortage of new books and materials may impose a rigidity on the curriculum precisely at the time that schools are having to be much more flexible.

Many schools volunteered comments about the problems of reduced capitation, particularly in areas like Dyfed where money for books and materials has been cut by half.

Though schools were not specifically asked about it, a number commented that they were now dependent on fund-raising by parents to make up the shortfall. The fact that computer studies was the main new subject added this year is to a large extent because parents were prepared to pay for the basic hardware, it seems.

The survey shows that some schools are already finding that their decisions about courses are being distorted by questions of cost, in terms of books and materials, rather than their educational value. This was specially true in schools that were newly created and were due to grow in size and scope.

A typical reply from a Cheshire school says that subjects that use consumable stocks tend to be squeezed at the expense of other departments; while a secondary modern in Devon is worried about the future of practical subjects, which pupils were refusing because they could not afford the wood, fabrics, cooking materials, and so on. Other schools were worried about the curriculum in the long term when expensive science equipment, for example, wears out and cannot be replaced.

Only a handful of schools were limited in the subjects they offered by shortage of classroom and laboratory space. These were normally new schools where building programmes were behind or had been

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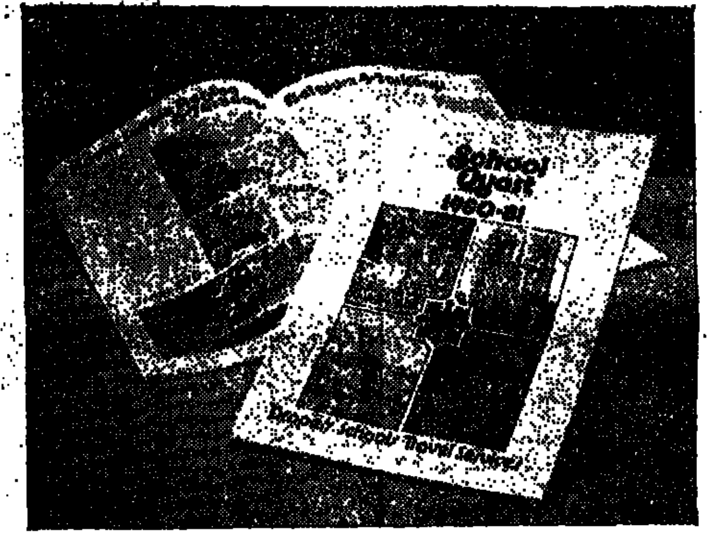
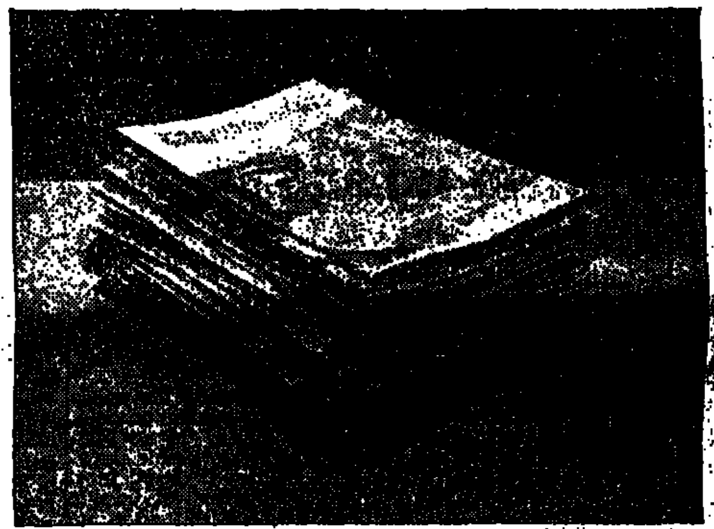


rather than one of these.



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Israel

Reformed matriculation has failed to increase motivation and enthusiasm

by Benny Morris

JERUSALEM

A new study of the reform in Israel's *bagrut* (matriculation) system has provided some powerful ammunition for conservatives in the Education Ministry.

The liberalization of the *bagrut* system, which began in 1977, spread testing over three years and allowed pupils to choose between 500 different test papers as well as writing individual home-prepared papers in place of one or two exams.

The new study, by Dr Mordechai Perry of Haifa University's school of education, commissioned by the Education Ministry, was unable to rule whether the reform has led to an improvement in academic performance.

On the basis of questionnaires sent to principals, teachers and pupils in 50 high schools, Perry concluded that most teachers and pupils "approve" of the expanded possibilities of examination, which today include computer studies, psychology, philosophy, music and art history.

The dispersal of testing over the three grades of high school has made for "a more comfortable social and academic atmosphere", the study reports. And teachers and principals felt that the wider choice of subjects was one reason for a rise in the average marks in matriculation exams among most pupils.

But the study also concluded that the reform has not changed pupils' motivation to study, or markedly encouraged them to prefer individual home-prepared papers over sitting for exams.

In fact, some 25 per cent of the teachers questioned felt that the reform "*has caused a decline in motivation to study* subjects not covered by the *bagrut*".

Moreover, many pupils, teachers and principals felt that the reform has damaged classroom "social cohesion". Some 28 per cent of the teachers questioned felt that the reform has allowed pupils to choose "easy subjects" and this has contributed to a lowering of academic standards.

The study also found "few positive aspects to the administrative side of the reform". Many teachers complained that the multiplicity of subjects and levels of testing has caused "administrative confusion" and unnecessary paperwork.

This view is highlighted by the facts that many pupils who sat for their final batch of matriculation exams in the summer of 1979 have still not received their final marks and diplomas.

A basic reappraisal of the *bagrut* system is now under way at the ministry and a severe curtailment of the number of exams and subjects on offer is being envisaged.

The Netherlands

Unemployment up and up

from John Richardson

More than 15,000 teachers are now registered as unemployed in The Netherlands.

Unemployment has hit the infant and primary teachers hardest, with 3,024 primary teachers now without work, all but 21 female.

Declining pupil numbers are also now beginning to affect the employment opportunities in the general secondary schools, and 2,945 secondary staff are without posts.

More than 1,800 technical school teachers, specializing in domestic science, arts and crafts, and agricultural education, are registered job [illegible]

The professional sector of higher education is also feeling the cold wind. There are 739 teacher trainers and lecturers in the social academies unemployed.

Between 1968 and 1978 the number of children in the infant schools dropped from 488,819 to 434,700 and the latest figures available show that between January 1979 and January 1980 the number of infant children fell by 19,500, after a slight rise in numbers during the period 1978-1979. There are now 418,700 infant children in schools.

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Australia

Tuckshop fight takes on sugar and fats–and slows tooth decay

by Bill Purves

SYDNEY

Australian parents, worried about the prevalence of sugary sweets and fatty foods in school tuckshops, are fighting back with some measure of success.

A Tasmanian study shows that the rate of decay in pupils' teeth is falling—and authorities say this is largely due to parental demands for healthier fare in tuckshops.

A Health Department nutritionist, Mrs F. J. Coy, said parents had become much more diet-conscious in the past five or six years.

A survey of 12 schools showed that in those where sweets were sold in the school tuckshop the pupils had a 26 per cent higher rate of dental treatment than those schools where sweets were banned.

All states have issued pamphlets to schools advising them on healthier diets. The New South Wales Health Commission claims that its campaign *has led to the* banning of sweets and sugary soft drinks from many school canteens and tuckshops.

A group of parents on the Victoria-New South Wales border have formed their own action group to fight dental decay and obesity in school children.

The group will monitor sales in 13 school canteens in the border towns of Albury and Wodonga to encourage fruit and vegetables to be sold rather than junk foods.

A community health education officer, Mrs Jan Ford, said the group had prepared a list of suitable foods for sale including apple and water-melon slices instead of soft drinks, hard-boiled eggs and chicken drumsticks in place of meat pies and yoghurt and cheese instead of sweets.

College opens in face of closures

SYDNEY

While most Australian states are closing or merging tertiary institutions, Western Australia has announced plans for a new college for 250 students, to cost $A6m (£3m).

Work on the new college at Port Hedland will start early in the new year. As the site is more than 1,200 kilometres north of Perth and well beyond the Tropic of Capricorn the college has been designed to cope with tropical conditions and the cyclones which hit the West Australian coast regularly. The Federal Government will meet the *cost of construction and equipment*, while the state government will be responsible for its operation.

The college, which is expected to be completed in 1983, will concentrate on programmes for training apprentices and tradesmen in industry.

Port Hedland is the main outlet for West Australian booming iron ore exports, which go mainly to Japan. Students for the college are expected to come from the new *mining towns of Newman* and Goldsworthy as well as older settlements like Marble Bar, reputedly the hottest settlement in Australia.

In the past few months colleges in New South Wales, Tasmania, South Australia and the Northern Territory have been closed or amalgamated with other institutions.

How Zimbabwe is patching up its schools. By Isobel Marlow

Parents raise the roof once more

MTOKO

Urging the visitor from Salisbury not to be alarmed, Mr Nelson Mutenda, a school supervisor in charge of 80 primary schools in the Mtoko district of Zimbabwe, pointed out the scars of the recent war in the area.

As he drove down a dirt road pockmarked by landmine explosions to Charewa, about 100 miles from the capital of Salisbury, Mr Mutenda said, "During the war of liberation I used to make my way down this road, against the wishes of my wife, on a bicycle."

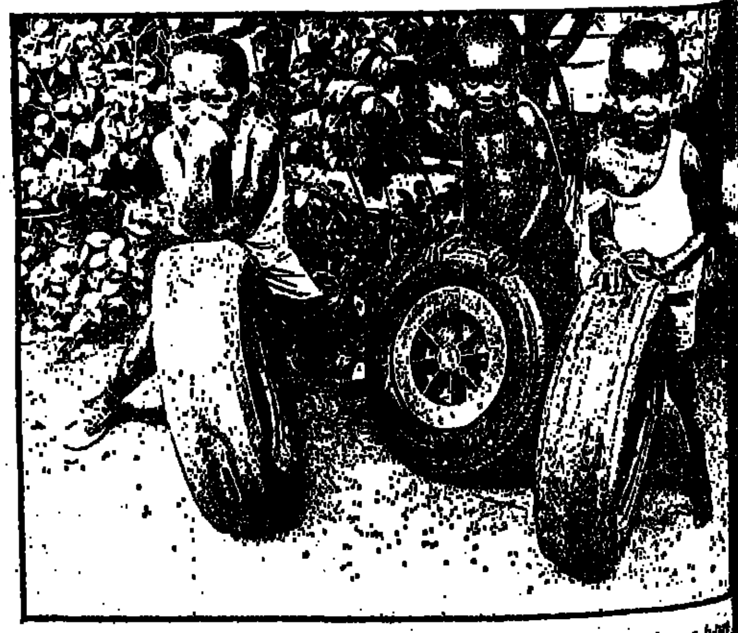
The area under Mr Mutenda's supervision was one of the worst hit by the war. Nearly all the schools were either closed down or destroyed. He thought it was remarkable that all 80 had reopened and were managing as best they could with partially destroyed building, little equipment and largely untrained teachers. About three quarters of the teaching force is untrained with only four years of secondary education or even less.

Mr Mutenda had heard that Chindenga School, in remote *Charewa, had now got a roof so he* was on his way to verify this.

In 1977, under pressure from guerrillas seeking to wreck the former white government's rural administration, the parents themselves destroyed this school. It was largely through the parent's efforts that it is now being rebuilt. With the guidance of Chief Chindenga, after whom the school is named, the parents had formed a committee to repair the school for their children who would otherwise receive no education.

Although the school reopened in April, it was only recently that even the teachers, quite literally, had a roof over their heads.

Mr Robert Gwarira, chairman of the parents' committee, proudly showed the visitors the school's reconstruction, particularly the new roof which is partly made from the original pieces taken away in 1977 and brought back when the word of the committee went out.



Make do and mend, in work and play. Zimbabwe pupils face a future of improvization.

The walls bear the marks of bullets and shrapnel and there is still a great deal of work to be done, according to Mr Gwarira.

There are 11 grade one classes at the school with an average of 60 per class. Every day the registers are amended and the classes grow, but so far no child has been refused admission. A system of morning and afternoon shifts is in operation.

The head, Mr Kiver Dzotizei, is the only member of the original teaching staff to return to the school, which has 875 pupils and 19 teachers, 17 of whom are untrained.

He doubts he will get more teachers and certainly no trained ones. This year he lost three untrained teachers because of the low salary paid — about £52 a month depending on age, sex and particular qualifications, against a minimum national wage of £49.

A copy of the new social studies syllabus, which represents a radical departure from the current separate subject teaching, lay on his desk but its implementation depends entirely on the calibre of staff he will have at the start of the new school year. Most of his present staff use step-by-step teaching guides which, in the past five years, the Ministry of Education and Culture has been trying to replace with more flexible resource books designed for the fully trained teacher.

But overcrowded schools and the use of a high proportion of untrained teachers are likely to continue for some time.

One of the oldest teachers in the school, Mr Traveller Nusa, aged [illegible], got his job through the ruling [illegible] PF Party's office in Salisbury which told him to go and be a teacher at the time of Independence in April. He is enjoying the challenge of the job but would like to leave if an offer of further education presents itself.

It has not been easy to teach at Chindenga School over the past ten months. The sun has streamed down on the unroofed class. Pupils have had to share books, and with little equipment and experience the teachers have been forced back on themselves and the blackboard, a far from easy situation, especially at infant level where the Ministry of Education advocates a pupil activity-centred discovery approach to learning.

Next year, at least one problem will have been resolved. The introduction of free primary education means that schools like Chindenga will have a full range of textbooks which the parents will no longer have to pay for.

However in a country where more than half of the population is under the age of 15 and where the birth rate of five per cent per annum is one of the highest in the world, there will for some time be other schools without roofs and many untrained teachers.

Thumbs up for teaching creationism.

Public educators warn: Reagan can seriously damage your interests

Does the Republican presidential candidate threaten the survival of state schools? Clive Cookson on the view from his education platform

WASHINGTON

"Until this year, education was never a major issue in a presidential election. This year it is. And it is not merely an issue of whether schools will get more money or less; it is a question of whether public schools will survive at all."

So says Mr Albert Shanker, president of the American Federation of Teachers (AFT). Few other people associated with public education are using such hyperbolic language to describe the threat by Mr Ronald Reagan, but many share Mr Shanker's fear that a Republican victory on November 4 would seriously damage their interests.

Mr Reagan and his party want to help private and church schools by giving parents tax credits to set against their children's fees. The Republican platform says this would give families freedom "to choose for their children those schools which best correspond to their own cultural and moral values".

Almost everyone in public education believes that the effect would be to cream off more children from better-off families, "with the public schools coming more and more to resemble charity wards for those who either cannot afford private schools or who are rejected by private schools", as Mr Shanker put it.

Noting that Mr Reagan also favours experimentation with educational vouchers, Mr Terry Herndon, executive director of the National Education Association (NEA) said: "He appears to challenge the fundamental validity of public education as an absolutely necessary social enterprise."

The NEA, the largest American teacher union, has no quarrel with the Democratic platform and its education plank. It would be odd if it did, since 11 NEA members were on the party committee that wrote the platform, on which Mr Carter is running for re-election. Federal aid to education has increased by 73 per cent under President Carter, the Democrats say, promising continued growth over the next four years.

Both teacher unions are now working for Mr Carter, providing thousands of volunteers for his campaign. But the NEA has much more clout in the Carter camp, having endorsed him for re-election a year ago when his popularity was running far behind his rival for the Democratic nomination, Mr Edward Kennedy. The AFT supported Senator Kennedy until Mr Carter defeated him.

Other major education groups such as the American Association of School Administrators and the National School Boards Association, have avoided political endorsements, because they are traditionally nonpartisan. But their spokesmen agree that the whole public education establishment could support 95 per cent of the Democratic platform.

Mr Reagan is committed to abolish the Cabinet-level Education Department (ED) which President Carter persuaded Congress to set up last year. He sees ED both as a symbol of the expanding Washington bureaucracy and as the first step towards federally-controlled schools which would eliminate "freedom of *education as we have known it* all these centuries".

The Republican platform advocates replacing the present "crazy quilt" of federal education programmes administered by ED with block grants to states and school districts, which local education officials could spend as they thought best.

Mr Reagan's long-term view, not mentioned in the party document, is that the block grants would gradually be reduced, throwing more of the financial burden on to the states and local authorities. These could continue funding the programmes they wanted out of their own tax revenues, and discontinue the rest. A Reagan spokesman said states would spend their own money more efficiently than federal funds.

Last week Mr Reagan appointed an "education policy task force" under Mr Glenn Campbell, director of Stanford University's Hoover Institution (Mr Reagan's favourite conservative think tank). The panel's 14 members, drawn mainly from higher education, are supposed to tell Mr Reagan what legislative and executive action he should take if he is elected. To judge from their public comments before the first meeting this week, they may concentrate on advice to reduce government regulation of schools and colleges, and not recommend big cuts in federal education spending.

Public education's fear of Mr Reagan is not only attributable to his views about the funding of public and private schools. The prevailing "liberal concensus" is also frightened by the candidate's statement about school prayer and evolution. He wants Congress to restore voluntary prayers in public schools, which were outlawed by the supreme court 17 years ago (*TES* May 9).

And Mr Reagan told a meeting of religious fundamentalists that he believes there are "great flaws" in the theory of evolution. Therefore, he said, schools that teach evolution should give equal time to biblical "creationism". So far state legislatures and most school districts have successfully resisted the demands of Christian activists for equal time (*TES* June 13). But, as the journal *Science* noted with concern, "support by a major presidential candidate of what has so far been a grass-roots anti-intellectual movement raises interesting questions about the extent to which it may be able to affect school curriculums in the future".

What educators know about Mr Reagan's practice as governor of California from 1967 to 1974, rather than his rhetoric today, is more reassuring. When the progressive Mr Wilson Riles was elected state superintendent of public instruction in 1970, he anticipated four years of warfare with the conservative governor. But Mr Riles recalls, "frankly I got along very well with Ronald Reagan because he really *left it up to me to run the school* system".

Californian educators agree that Governor Reagan turned out to be a pragmatist who was happy to delegate responsibility and to accept compromises. Even the University of California enjoyed reasonable relations with Mr Reagan during his second term, after their famous war of words over student unrest had died down. In retrospect many university administrators feel Governor Reagan treated them somewhat better than his Democratic successor, *Mr Jerry Brown*.

France

Minister launches major retraining scheme

by Jane Jessel

PARIS

A five-year programme of extended training for secondary teachers has been launched by French Education Minister, Christian Beullac.

The retraining programme, for teachers of the "second degree", the first year of the *lycée*, has been created because "the quality and efficiency of our educational system directly depends on the quality and efficiency of its teachers" the Minister said. The ever-increasing complexity of problems which schools have to deal with—including audio-visual techniques and the reform of secondary education—has led to the need for teachers to extend and deepen their training.

The programme is in line with [illegible] reforming initial training, and introducing re-training for primary teachers. Secondary teachers of manual and technical subjects are already receiving extra training.

The new programme will start with a pilot scheme in three local authorities, and will get underway fully in 1981. All teachers concerned should have received retraining within five years, according to the programme plan.

Universities will take part in the scheme, and teacher unions will be consulted, under a commission set up to coordinate the operation.

The annual budget for teacher retraining, currently about £156m, is expected to double next year.

M Beullac went on to say that it was unacceptable that a large proportion of French children did not succeed at school as well as they might, that international competition necessitated high expertise in technology, and that France must take full advantage of its young people's potential. In addition, it was the Government's policy to pursue equality for all its people.

He has therefore asked the National Institute for Educational Research to set up a conference on "success at school; the scientific and educational contribution towards understanding and helping pupils in difficulties".

He hoped this conference, to be held next year, would offer a "new vision of the school", which, with Government policies for teacher retraining and new educational structures and programmes, would succeed in raising educational achievements [illegible]

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Why 'Euro-literacy' is a must

Sir,—As Hon Secretary for the United Kingdom Section of the European Association of Teachers (and a former head of a geography department) I was extremely interested in the article by Bryan Waites in your issue of October 10, and strongly support the views expressed. Geography is one of the basic subjects and must play a part in teaching about Europe (including Britain) whether the teaching is to be done through individual subjects, or through the integrated discipline "European Studies", now taught in many schools mainly at CSE level, or in a few schools at A/O level.

I was however extremely surprised that in his catalogue of interested and helpful organizations, there was no mention of the European Association of Teachers. For many years the United Kingdom Section of this organization has arranged conferences for teachers, stressing the need for teaching about Europe to form part of the curriculum for *all* pupils in schools. The Association represents teachers of European Studies on the Council of Subject Teaching Associations, but believes also that our European heritage and future, provide material in almost every subject to support specialized teaching. We are very concerned that at present many pupils leave school barely "literate" in regard to their knowledge about Europe or European affairs.

European Studies, sadly was taken up by language teachers, as an alternative to teaching a language to less able pupils, in comprehensive schools, usually with some elementary foreign language teaching thrown in. Neither the language nor the study of Europe could be taught effectively, and European Studies became a "Cinderella" subject. It was not available to O level pupils, who if concentrating on the languages or science, might well not have studied history or geography, and even if they did could choose options within these subjects which had little reference to Europe. Thus their study of languages or science might well be diminished by lack of knowledge about the area in which they could usefully deploy their talents.

In regard to the DES document *Framework for the Curriculum*, our association has emphasized the need for *all* pupils to be at least European "literate", about their home continent, the relationships of its different parts to each other and to the rest of the world. Mr Waites' suggestions are excellent but may well be dismissed by some purely academic geographers, as introducing irrelevant material into the subject. Surely it should be possible to devise a syllabus including many of those suggestions, and other relevant historical, economic, and environmental material, as a demanding O level subject European Studies.

Our association is looking seriously at this problem, and would be interested to hear the views of teachers on this matter. A much shorter module type course could be introduced for *all* pupils to ensure that they do not leave school believing as some senior pupils told me, that Belgium is the capital of Spain, or that the European Community was a quite different (and acceptable organization), from the Common Market, (which was not).

MARY E. DUCE,
20 Brookfield,
Highgate West Hill,
London N6.

The end of the CEE: a basis for Hobson's choic

Sir,—As members of the post-16 committee of the National Association for the Teaching of English, we wish to make an initial response to the article "CEE Finally Gets the Chop" (October 17). The committee comprises lecturers in FE and colleges of education as well as teachers in schools and sixth form colleges, all with considerable experience of teaching the 16 to 19 age group, and the response at our meeting today was unanimous.

The first issue is the disturbing timetable proposed for the general reaction to the Government's consultative document "rushed out this week" with a Government expectation of a response by December. Far-reaching educational decisions need effective dissemination and genuine consideration by all parties concerned.

We shall wish to make a detailed report in due course; at this stage we must emphasize some particular areas of concern:

● The consultative document is clearly based on the Mansell Report, ironically titled "A Basis for Choice"; the proposals in that report will, in fact, clearly restrict choice of opportunities for young people at 16 plus.

● The Mansell Report looks at the problem from an exclusively FE position. It would appear that there has been no consultation with teachers in schools, and the years of experience and expertise obtained from CEE pilot schemes has been ignored.

● As well as offering a range of courses appropriate to the many needs of students at this age, CEE has acted as a bridge to those who wished to progress to A Level. The proposed system of examinations, involving separate compartments; A Level with a new I-Level linked exclusively to it; a vocational examination package, supposedly for the "less able sixth former"; and the dismissal of CEE, could at a stroke become the single most divisive step since the introduction of the 11 plus examination. No bridges have been envisaged tween courses, nor even, pe between institutions; no optio being left open.

Thus we are being presented a system which demands prem and irrevocable decisions young people's futures, and makes no provision for the diff rates of development, chang direction, and altering nee experience in both schools a colleges have demonstrated.

REG JINKS,
Chairman, National Associat
the Teaching of English, T
Street, Brighton.

Sir,—The wheel has come circle. After the war the L Party conference left the Minister of Education, Elle kinson, in tears on the platf it threw out in disgust *The N Schools, Ministry of Edu Pamphlet No 1*, which sug that the bulk of the youngsters should be educ hewers of wood and draw water. Thirty years later, wi rejection of the CEE, we a have the bulk of workin youngsters directed into vocational pre-employment while the elite continue th eral education. All this, b way, in the age of the micr

Ironically, the mortal b CEE was dealt in 1976 b Wilkinson's successor, Williams. Mark Carlis merely delivered the co grace. Who are the victors continuing battle against children? The old reincarnated as the DES out on tops again. The onl they care about come in p

Dare we hope that the Party in 1981 will underst it is all about and will be gusted as its predecessor with the class-ridden poli Britain's seemingly perm ruling elite in Whitehall?

MAX MORRIS,
44 Coolhurst Road,
London, N8.

'If you can keep your head . . .'

Sir,—The article "Is your headteacher necessary?" by John Price (the *TES*, October 10) caused some amusement here as another John Price was headmaster of this school last year. He is normally senior adviser, secondary, for Wiltshire and I exchanged posts with him for the year.

This is relevant to my reply to your John Price as the year enabled me to visit over 50 secondary schools in this authority and outside. So, while I cannot comment on Mr Price's view of his head, I [illegible] of headmastering.

The first riposte that sprang to mind on reading the article was that a good deal of a head's time is taken up dealing with the consequences of myopic colleagues like Mr Price. And, indeed, as far as he is concerned, there is probably little one can say except that if he does not see what a head does after working in a school he probably never will.

But that response was also caused by tiredness. I read the article towards midnight on Saturday after an evening spent drafting a report on the school for the next governors' meeting. Not that I was the only teacher working on Saturday, I hasten to add, lest Mr Price thinks my myopia is equal to his.

The previous week had been a hard one. Confidentiality prevents a disclosure of much detail, but it essentially comes down to the expectation of the public that one person be the principal channel of accountability. Mr Price might think a head unnecessary; the public do not. And the role of main spokesman for the school entails that the head accepts a total responsibility for all that happens in the school.

This does not mean the head must know everything that happens, or that she/he must take every decision; but she/he must have a grasp of the general picture. I am not surprised that Mr Price thinks his head interferes unnecessarily; I am prepared to bet he would feel the same about me if he worked here. And since my fallibility is as great as anyone else's, he would sometimes be right. But I am also sure that most of my colleagues [illegible] happening around the school and sometimes checking, querying and chivvying, I am putting myself in a position to defend and help the vital work that teachers do.

I am also, I hope, providing leadership, helping to resolve conflicts, encouraging teachers and students, setting an example by my manner and helping to convince everyone, in and out of school, of the value of what the school does.

No enumeration of tasks will convey either the importance or the pressure of all this. But I am quite sure that, without a head trying to discharge this role, a school quickly suffers. Of course there are bad heads—and they do a great deal of harm—but there are good ones too, and they are not helped in an increasingly difficult task if they have colleagues like Mr Price, however good they may be as teachers.

DAVID TERRY,
Headmaster, The Headlands School,
Cricklade Road,
Swindon, Wilts.

"Write out a hundred times, 'I must not use the Xerox machine without permission'!"

Out of school distinctions

Sir,—After such a superb review of *Absent with Cause* by David Hargreaves, it seems almost churlish to correct one point he made. However it *is* rather important. *Absent with Cause* was not a sequel to *In and Out of School*. That book, written in conjunction with Dave Brockington, was a joint effort, and its success and impact on the Schools Council and UNESCO was as much a result of his brilliance as our joint prose.

Its message about out of school *extension* provision is very separate and distinct from the alternative education projects described in *Absent with Cause*. David Hargreaves is quite right though to stress that curricular issues should not be divorced from their social context (a point raised in both books) and that this lesson still needs to be learnt by schools.

It is exactly this curricular aspect that led Dave Brockington into setting up the Youth Opportunities Centre in Avon — a far-sighted development for which he received little support at the time.

Believing that work and education should be an interlinked activity, he saw the Youth Opportunities Centres as offering a real opportunity to achieve this goal for those young people who had actually benefited very little from a decade of schooling. Four years ago he encountered considerable apathy in developing such a scheme.

Fortunately that position has changed somewhat, and Dave Brockington and myself are now funded by the Schools Council to engage in consultative work with other l.e.a.s interested in aspects of the extension model described in *In and Out of School*. We would be pleased to be called upon to discuss the work in more detail.

ROGER WHITE,
Bayswater Centre,
1F Bayswater Avenue,
Redland,
Bristol.

Curiouser and curiouser

Sir,—All power to the *TES* (October 3) for the front-page story and page 2 Comment on Cumbria charging its schools for using their own premises. But you must surely know, even if not all your readers do, that Cumbria is not alone in this Alice-in-Wonderland approach to educational economics. Nor does one have to be employed by an l.e.a. that far from the great metropolis to experience the same sort of harassment when trying to organize some worthwhile activity.

The last thing I read before leaving home concluded with the phrase, ". . . and heating between October 1 and April 30". Well they would, wouldn't they? Even the backwoodsmen who thought this up must know that we have a close season when our "theatre" becomes an exam hall and most of our likely performers or producers are concerned one way or another with exams, and that, by and large, this coincides with the period when premises do not need to be heated, with or without payment, on Fridays or weekends.

Of course the times mentioned for payment were always the most likely periods either to rehearse in peace or obtain a wider audience. Perhaps if the next is aimed at keeping us out of own institutions at all money is the only factor people understand, in true fashion they should pay us off the premises! Over the academic year, where would balance lay?

Mr Carlisle asserts that we only get what we pay for about paying for what we have How do we repay the people give up their evenings, and other holidays to get on the stage, coaching and ing, making scenery, costumes or those loyally and regularly to rehearse Artistic satisfaction?

Perhaps, but how about those have sold tickets or made ments—without even being connected to the squeaking in the back row of the those whose most creative expressed in the care with they drove a minibus full and infirm to a matinee? are we to say to all these helpers? Jolly good show, do not believe in any of this of thing any more?

S. R. HATCH,
27 Foxes Dale,
London SE3.

Speaking up at black semina

Sir,—I was present at the seminar/discussion on Black Teachers in British Education held at the Institute of Education, University of London. Such was the response to the call of the Society of Immigrant Teachers that the conference hall was overflowing with teachers of Asian, African and Caribbean origin. All the black teachers present showed their disgust at the way they are treated by their employers including head teachers and signalled their determination to fight on as a united force.

While I thank reporter Lister for giving due importance the news (October 3), I surprised that you did not tion the contribution made by guest speakers, Mrs Jocelyn London University, Dr Figuara, of Southampton University, Dr Gajendra Verma, of University, and a host of from the floor on matters teachers' training, mother teaching and multi-racial edu

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Optimist on BEd prospects

—In hard educational times it be helpful to college tutors, ers/sixth-form teachers and ential student teachers to counter a little gloomy picture implied your article (October 10); udents shun BEds . . .") with icular reference to the Newcastle scene.

While it is true that recruitment centages to BEds in many polytechnics and colleges are well below et, in Newcastle this does not ly a tiny or non-viable course: ey reason for under-recruitment these difficult times is that the target admission quota (set in) for the Newcastle scheme is of the largest in the country, this in an area of low higher ation take-up with three additional "BEd" institutions within 15 miles. In fact, the actual entry bers compare favourably with national BEd figures through 1970s (once adjustments are for the effect of the sudden el Maths requirement) and the castle scheme is particularly hy in its specialist early primary and mental handicap courses.

Indeed, it seems unwise and perhaps dangerous to bash BEd pros too hard and too crudely, not only are its contributions ore semi-specialist areas like ish, mathematics and science ary/middle years teaching ntially invaluable, whether via Newcastle scheme or elsewhere: in addition there are signs—rsed by local advisers and ialist HMI informally—that an like home economics is likely become (ironically only 8 to 10 on from the last time) a age area even in a context falling rolls. Certainly Newcastle's BEd Home Economics uates continue to find employ without great difficulty and ould seem sensible (and per in the interests of a balanced ol curriculum) to regard the as an intelligent prospect for tial home economists, to be alongside the small number of BSc degrees available, whose tation is wider and which seem unlikely to supply the needs the teaching profession solely ugh a handful of small PGCE es.

HAEL CORNISH,
of School of Teaching Studies,
castle upon Tyne Polytechnic.

Let us hope that your reporter Virginia Makins, is too pessimistic in her comments on the future of the BEd degree ("Students shun BEd courses at polys", October 10). I write this not with any sense of nostalgia, but out of deep conviction that the well-being of the teaching profession requires a balance in numbers of recruits through the two main routes to qualified teacher status.

I would not wish to undervalue the good work done in many PGCE courses, although I do believe that nine months is too short to accomplish an effective initial training unless, that is, one can rely upon a systematic in-service programme beyond the induction year. What I do question is the desirability of the balance of recruitment swinging so far that this becomes the predominant route into the teaching profession. The prospect is now becoming a real one, unless some action is taken soon.

There will always be a demand for specialist teachers whose knowledge covers a limited part of the school curriculum. Most teachers of younger children in the primary schools are expected, however, to cover most of the major aspects of the curriculum and their expertise will be chiefly in the skills of teaching for literacy and numeracy and in presenting varied and appropriate learning instructions in other curricular areas. Nor is the demand for these skills limited to the primary sector. Frank Flynn in his article, "Learning to Fail", in the same issue of *The TES* made the point for me in relation to the secondary sector.

There are very few existing first degree programmes (other than the BEd) which provide an adequate background for these tasks. Moreover—and in the longer term this will prove of considerable significance—there are likely to be very few graduates in the creative arts, design, and perhaps more importantly in some ways, mathematics, the sciences and technology who will want to make a contribution to the teaching profession as generalists rather than specialists.

At least the new generation of professionally orientated BEd degrees are attempting to tackle this problem. The alternative seems to be that we shall find the primary schools staffed largely with Arts graduates. I am not suggesting that this would be a disaster; I am suggesting that if this comes about, against the background of the HMI papers on the curriculum, it will carry with it extensive implications.

The particular blend of staff experience and expertise that goes into teaching a BEd will be difficult to restore if it should ever be dispersed. There are few other degree programmes which bring together in one experience as common concerns of staff and students the training in skills of interpersonal relationships; the intellectual demands of examining a complex human activity, the process of education; the need for clear-thinking in organizing and presenting material and experiences for learning; and the requirement to give all this practical form in the classroom. It is a challenge not only to the intellect, but to the whole personality.

Fifteen years ago these columns were filled with impressive apologia for the secondary modern school. It could be argued that our pre-occupation with comprehensive re-organization has, as against its successes, actually retarded curriculum reform in the secondary schools.

Let us hope that, as a consequence of lack of foresight or temporary economic stringency, a similar story does not have to be told in the future about the advances in teacher education and training embodied in the design of many new BEd degrees.

IAN ROLLS,
Head of Faculty,
Portsmouth Polytechnic.

hop around

—Students are now applying for at colleges of education. The are that 1981 will see the same fall of 3,000 out of the allocation of 9,600 BEd places as this Most colleges are at about 50 and some at less than 20 of capacity.

think a wise piece of advice to potential students is to rage them to visit institutions which they are considering ing.

y should invite themselves to s such as the North Riding at Scarborough where every al student is welcomed with ment of hospitality.

ENTWISTLE,
ndham College, Norfolk.

.e.a. reforms

—Since I disagree with the impression given in David Lister's re (October 24) of what I said e NFER conference, but never acknowledge the problems educing an hour's address (15 s of typescript) to a few lines, I offer you my own sentence ary of my argument: "Unless the present system of can be radically reformed and erated within the next few the public education service ld look very seriously at alternative management systems and, the many possibilities available, I would prefer on present a decentralized system of purpose elected area education authorities."

s not really quite the same impassioned plea to take of the education service from local government!, is

G. V. COOKE,
House, Riseholme, Lincoln.

Pupils' choice on colleges

Sir,—The impression was given in your report "Sixth Form 'Creaming Effect' Expected" (October 10) that those whose views appeared simply do not have confidence in the comprehensive systems of which they pressumably have experience. Even the third article on the same page referring to a letter from the head of Hayes School, Bromley, Kent, concludes with a negative implication in the form of the question "Can the answer be that some parents find that fee paying schools do not give value for money and that they sustain their pass rate at A level by a policy of discarding the less successful at O level?"

One would have thought that the good headmaster would have said that his school had justified itself by the very fact that parents with children at 20 different public schools had applied in recent months for a sixth form place.

When we reorganized in Huddersfield we created sixth form colleges not solely for A levels but also for any pupils "wishing to pursue a worthwhile course". These colleges also have strong links with the technical college. It is the children and not the parents who are deciding in significant numbers that they want to attend these colleges with a great variety of courses, in preference to the much more limited scope they have in their small sixth forms at public schools.

Such decisions by the children themselves make an amusing answer to Mr Donald Frith who would only accept the Government's proposals "where a particular child cannot find his or her particular talents satisfied by the local maintained schools, i e, handicapped children or ballet students". Did he mean to use the abbreviation i e or was his intention to say e g?

Yours faithfully,
DOUGLAS SISSON,
Lion Chambers,
St George's Square,
Huddersfield HD1 1EU.

Access to data 'too complex'

Sir,—Your recent correspondents (H. Carroll, October 10; D. Blane, October 17) commenting on our "real concern" have completely missed the point of one of our criticisms of the National Children's Bureau research on schools. The fact that the raw data are "available" in the SSRC archives is irrelevant. Our contention is that the data are of legitimate interest to the public. How many people have the time, money and expertise to plough through raw data relating to 16,000 children in the NCDS sample? We are told that 19 people have done so. This is hardly a testimony to their general accessibility.

We repeat our concerns: the information is of national interest. Original data should have been summarized and presented in the research report; the printing of statistical formulae empty of values is no substitute; the location of the data in the SSRC archives may be useful for some academic researchers with time to spend on the complex procedures described by D. Blane but is useless for the general public who have a right to know as much as possible about what is happening in our schools—especially when the information has been gathered at their expense.

We hope that the NCB's next report, on C.S.E., O and A levels, costing £36,000 of public money, will not be vulnerable to the same criticisms.

CAROLINE COX,
Chelsea College,
and
JOHN MARKS,
Polytechnic of North London.

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Sports Diary

Values, not buildings, are needed to help the undesirable element in football crowds, says **Warren Bradley**, a former Manchester United and England player

Defensive tactics

A sound defensive technique is considered to be the basis for success in so many sports. Taken to its limits—as the Italian soccer teams did with their catenaccio or sweeper style of play—it stultifies the game, ruins it as a spectacle and drives away the spectators.

Responding to the threats posed by football hooligans, the various authorities have tended to look for defensive answers.

In 1959 I toured South and Central America with the England team. Every stadium has a fence round the pitch, some had a moat and we entered the playing area via an underground passage from the dressing room. You can imagine the complacent comments which were made by such respectable Englishmen as ourselves. "It could never happen in our country" or "It's these foreigners you know".

Well, it has happened here, and we can hardly blame the Latin temperament! If the ordinary soccer supporter were to stop and think about the reason for the fences between himself and the players, I believe he would feel insulted or ashamed.

But, of course, it is not the average supporter who threatens the game and puts everyone on the defensive. It is a minority who use the soccer scene as a battleground. With so many people so closely packed together, the effect of the hooligans' behaviour is out of all proportion to their numbers.

As for the causes of violence on the terraces, they are only matched in number by the variety of schemes to control the threat. In my view one must accept that society's ills are being reflected by football's failings. I use the word failings deliberately, not to blame the game for the present state of our society, but to point to the failure of the sport's leaders to devise a plan of attack.

In fairness, there have been many critics who have directly attributed the crowd problems to the policies of those who manage the sport. The latter have felt this to be unjustified and unreasonable, reacting by strengthening their defences rather than risk "exposure at the back" by being more positive.

After all, the game has hardly been helped by the constant sniping at the authority of the referee by what is now the inevitable television slow motion replay from three different camera angles. I really do wonder why anyone bothers to be a referee these days. Nevertheless, they do, and the game goes on. But on to what? Higher fences, identity cards, no visiting supporters?

A football club has to look after itself and, it would seem, cannot avoid taking sound defensive measures to protect itself. Seating a greater proportion of spectators, giving them more room and better facilities are hardly new ideas, but they need to be reviewed with greater urgency by the clubs.

Yet the centrepiece of all this anguish and anxiety is the team. It is the players on the pitch who are the focus of attention on Saturday afternoon. As one or two teams begin to experiment with a "libero" rather than a sweeper, I should like to think that the players would adopt a more positive approach to their role as the principals on the soccer stage.

You would be surprised at how little the problems off the field impinge on the awareness of the professional player. Notice the way in which players will dismiss the interviewer's question about rough play with a shrug of the shoulders and the throw-away comment "Well, it's the British style of play isn't it. This is a contact sport". And he means it!

Players talk incessantly about the game, about fellow players, tactics and skills. Rarely do they go beyond that. So there is little chance of taking the discussion further, and wider issues involving the game do not usually become topics of conversation in the dressing rooms.

One of the reasons is to be found in the way a top class player is cossetted by his club. In its desire to produce a single-minded player, a club will go to extraordinary lengths to remove a star player from the day to day demands faced by more mortal men. He doesn't even have to provide his own jockstrap—to put it crudely. It is no wonder that some famous players seem to be excessively selfish or to have little concern for the fundamental problems of the sport that is their livelihood.

In spite of what is sometimes said about them, many players genuinely wish to just get on with the game. That game, however, is under threat and I do not believe the players can continue to ignore their responsibilities to it. They must accept that they have a part to play in effecting change, that their actions can influence the behaviour of others. It was a sad moment for me when, some years ago, the physical education master gave me details of the school soccer "squad" rather than the "team".

I feel sure that there would be a tremendous response if managers and players sought goals which would include good behaviour, honest endeavour and respect for the authority of the referee—virtues we all applaud and which we sometimes think are as much in danger of becoming extinct as the whale, the elephant or the tiger.

Values and not buildings are at the heart of the matter. More leisure centres, as suggested by Denis Howell (*The TES*, October 3), will not solve the problem, even is no entrance fee!

Football cannot solve the ployment problems, neither take the nation out of its difficulties. But somewhere how, individual people are for a lead to change the the times. Because the receives so much publicity more influence than the realize.

Working with teenagers, whom are regular supporters teams at Old Trafford and Road, it is obvious to me are aware of the elements in the crowds. cribe how closely some identify with their team easily innocent people can into trouble, sometimes even over-vigilant action of police

I am not suggesting that scious effort to improve the itself by professional soccer will alone stamp out violence the terraces. But a well exciting match will set standard for all to see. encourage those who have for this change to show and be counted; it will help who might have been join the hooligan ranks) might give some hooligans thoughts about attending matches.

It might even set up ripple would begin to wash away the more unpleasant aspects in the last two decades of tury. Parents sometimes say that they seem to be the family in the street where have to be in the house by o'clock.

So, my respected football directors, managers, coaches players, give us all a lead. teachers and parents who lated as they seek to urge to adopt worthwhile values be forever grateful.

Set that sweeper free your play and go on remove dissent and plays by goalscorers of your responsibility national game; and responsibility for the all.

Warren Bradley is now Lostock School, Stretford chester.

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Adding love to authority

Sybil Marshall has been in education for close on 40 years. Here she talks to Rosemary Dinnage about her unusual Fenland childhood, her pioneering work with children, and her views on the role of the teacher

Sybil Marshall.

Sybil Marshall's *An Experiment in ation* was published in 1963, it fitted ctly into place as part of the transtion of primary education into an and spontaneous experience: it ed what *could* be done, with no more imagination and enthusiasm.

vidly, and without a trace of educal jargon, the book describes her 18 running a small rural school in bridgeshire: the painting, music, y, drama, discussion and passionate yment she stimulated there—until school was closed by bureaucratic ganization. She felt then, she says in book, "as a sculptor might feel to his creation toppled from its pedestal smashed, a painter to watch his as ripped, or an author to know his script has been burned". She wrote book to ease her own heartbreak.

nce those days—it was 1941 and war when she started, and she had a month-old baby—she has taken a ree (*at the age of* 48) at Cambridge, tured *in* Education at Sheffield, been der in Primary Education at Sussex, ped Granada Television run a successeries—*Picture Box*—for children, and en more books.

t it is the first one she will be most mbered for. She says that every- she knows about teaching she ed in those days when she had e-handed charge of 26 children aged to 11, in a room 15ft by 30.

quotes in the book an old village talking: "'If there wa' anybody ated when I were a child it wa' my teacher. I'd as leave a-met the y davvle a'coming down the street, a-met 'er.'" It is not difficult to why she has been such a different f teacher: she has so much warmth confidence and humour.

ough she is now too much confined n arthritic hip to her beautiful old e in Ely, she has, as she says, "the of the gab" and talks with delight her Cambridgeshire children.

"Once I was on my own at that little school, I began to see enormous possibilities. And the children I had were marvellous: they worked so hard; those children—you know, I couldn't have stopped them working even if I'd wanted to.

"We just went from strength to strength. Every time we started a project it was bigger than the one we'd started on before. I would sometimes say to the children, 'You know, we can't do this'. 'Who says we can't?' they would say; and I'd think, well I can't stop them if they want to. By the time we got to about 1954 to 1955 the children were leading *me*; all I had to do was back their ideas and find them the materials."

From the early days, when her father dug up clay for the children from his cottage garden and her mother made number dominoes out of cereal boxes, they progressed to projects like basing a term's work on Beethoven's Pastoral Symphony: pictures, poems, dances, studies of their own pastoral scene, of the symphonic form and the orchestra, of rural costumes and customs.

What was there, I wondered, in her own background that has enabled her to inspire both children and her education students to be more creative than they ever guessed they could be? She was born in an isolated fen village, into an "ordinary" family, that nevertheless seems to have been rather extraordinary.

"The unusual thing about us, I think, was my father. Mum was wonderful in her way—she was a great talker, loved dancing, was full of life—but my word she was tough! It was Dad who was somebody rather special. He had left school at 10, but he was a great reader, and he had a natural gift for music; he supplied the fenland parties with music for dancing, either on his concertina or his fiddle.

"My parents were determined for us to have every benefit they could possibly give us, whereas a lot of people down there thought that if you were born on a farm and had a bit of land you stayed there. So we got to Ramsey Grammar School. I think my school helped me to find myself; my teachers all gave me the feeling that I 'could if I would'—and that made me want to.

"I never intended to be a teacher, I was expected to go on to university; but I was unlucky—it was the Depression, the money simply ran out, and so off I went as an uncertificated teacher, and was still in that capacity when I took on the village school. An uncertificated head teacher! I must have been one of the very last."

I said—as people must often have said to her—that being a brilliant teacher is a God-given gift and that she just seems to have it. What about ordinary mortals?

"Yes, I do think good teachers are born, but I believe—and I'm very serious about this—that a lot more teachers could be *made* than are made. All education is based on a marriage between theory and practice; it's much easier to teach theory than practice, and that's what's happening today.

"What one does on the classroom floor, really, can only be learned by doing it. When I got the chance to run an in-service course for a further qualification—the Advanced Certificate of Education—I thought, now is the time to practise what I have been preaching: that the practical part of training must be realistic.

"I had 15 guinea-pigs on that course, bless them; they were mostly head teachers or deputy heads, and they'd put in two and a half years of two evenings a week doing the most modern theories of education. The *quid pro quo* was that their l.e.a.s let them have one whole term on full pay to do a practical course with me; and what we did was everything that the children do, except that we did it at an adult level.

"We took a theme and explored it in every way that the curriculum offered. Our starter was Marvell's poem (Nun Appleton House); we explored history, local geography, all kinds of art work; they all wrote poetry and stories; there was one man, a headmaster in his fifties, whom I taught to sew; they were my children for three months! They told me that they'd learned things in those three months that had just been vague theories up to then.

"Time was, you see, when teachers were able to concentrate on teaching; now a teacher has to be part psychologist, part sociologist. My criticism of what goes on nowadays isn't aimed at the teacher, it's aimed at the system, and what is demanded of teachers. I don't see how they can get on with their proper job of teaching when so much is loaded on to their plates.

"Take your fourth year BEd at 22 or 23; right at the very peak of youth and energy, and having to sit up and burn the midnight oil over the most abstruse things. What has that boy or girl to offer in a classroom next morning?

"If I had my way I'd have that young teacher going out to make music, dance, play badminton; it's the age for going to exhibitions, walking the Pennine Way, getting yourself to Brittany with barely enough money in your pocket. A teacher needs a great wealth of everyday interest and culture apart from academic work. It's *vitality* that you need for teaching, and you can't get that without enjoyment, without filling yourself as full as possible."

It would be a mistake, though, to think that in her love of creative and artistic work Sybil Marshall sees primary schooling as not concerned with basic skills. She has always taken these for granted; indeed, she states boldly that we can thank the examination system in secondary schools for at least keeping the worst excesses of the primary school in check.

"I often get blamed for the excesses of progressive education, which I think is most unfair. It never occurred to me when I was running my kind of education—which I later took into teacher training—that anyone could even consider education that wasn't grounded in the basic skills. It never entered by head.

"To me education meant providing the children with the skills that would enable them to make the most of any situation they were likely to be in. That obviously meant reading as soon as possible, learning sound number concepts, having an ability with the pen so that you could write down what you couldn't say, and also being able to talk freely in any company.

"It's no use a teacher in training saying to me, 'But I like my children to be happy'. So do I. But happiness comes a great deal from being occupied and knowing what you're doing.

"Discipline for me meant the addition of love to authority. Now—I'm sorry if this sounds dreadfully immodest, but I aver that love is not love unless it contains a great element of respect. I could let my children at the school be so free that I hardly had to correct them from one week's end to the next; but if I said 'stop', they'd stop like that."

Suppose she had been teaching a huge mixed-ability, mixed-race, inner city class? "I think perhaps I would have been able to manage," she says on reflection; and indeed I believe she would.

She is one of those enviable people who, without being sanctimonious, easily take what comes and turn it to advantage. The arthritis that has recently crippled her has, she says, been a blessing in disguise.

"Being housebound has landed me just where I want to be. I was able to get off to a second career as a teacher trainer—and if I had to sort out my little part in the world of education it would be that—but when I was three I'd already made up my mind I wanted to be a writer. But I had to provide for my family, and writing doesn't pay, and so I didn't get the chance. Now I've got it."

She published, in 1966, *Fenland Chronicle* as a kind of memorial to her father; he had started on five chapters and she completed it, a mine of local lore and dialect. *Once Upon a Village* was published last year; now, in retirement, she has a whole batch of projects in progress.

"I remember what my father used to say. Every night he used to wind up the grandfather clock before he went to bed, and he'd tap it and say, 'Go right, old girl'; and then he'd start up the stairs saying, 'Surely goodness and mercy has followed me all the days of my life'. And I do feel very much like that."

saic painting from an eight-year-old in her Cambridgeshire primary school.

The unacceptable face of selection

What sort of pressures do young children face in the highly competitive world of the prep school? Jill Robinson provides an insider's report

I had been the 13th candidate out of 14 interviewed. The Head commented on this when he rang to offer me the job. I was to be form teacher for a class of seven and eight-year-old boys at the preparatory school for an independent Grammar School in a northern city.

The 90 or so applications I had made to local authority schools had all been unsuccessful. In spite of the fact that I had a degree and a Graduate Certificate in Education. This was the only place that would have me.

At the interview I had been asked how I felt about private education, and I had replied that I had an open mind about the issue; I had a naive belief in freedom of choice, and had been brought up to think that hard work brings its own reward. During my three-and-a-half years at the school my views were to change considerably.

I started teaching in January. My class consisted of 25 boys who had already spent one term in the school and considered themselves old hands. I had plenty to learn about how the school worked. As all my teaching practices had been spent in local authority schools, with no set uniform and informal groups of tables in the classrooms, it came as something of a shock to see 25 identically dressed boys sitting at individual desks arranged in long rows facing the blackboard.

Lessons were 40 minutes long, and conducted formally. This was quite easy to get used to. My pupils were, for the most part, polite, hardworking and well-behaved. I soon settled into the routine of teaching them general subjects in the morning and geography to the other forms in the afternoon, while my own class wore having games, PE, RE, or singing.

> 'I was at a loss to know what to do with the boys who sat sobbing because they could not read the questions'

My first major insight into how the private school system worked came in February, with the entrance examinations. About 70 six- and seven-year-old boys came to take the exams, which lasted a whole day, with 20 to 25 boys coming on each of three days. On the basis of the results, 25 places were to be awarded for the following autumn.

All my teaching was suspended for these three days, as I was to be in the hall with the candidates. The hall was so cold the boys had to keep their outdoor clothes on. The little boys, some tearfully clinging to their mothers, were ushered in at nine o'clock and the fussing mothers dispatched as quickly as possible, with instructions to collect their sons at three-thirty.

With the prospect of six-and-a-half hours in a cold, strange building, away from familiar classmates and teachers, it was no wonder that many appeared glum. Some threw up, others broke down in tears. The most cheerful ones were those from private infant schools, which usually sent a big contingent. But for some of the solitary boys from local authority infant schools it was a real ordeal.

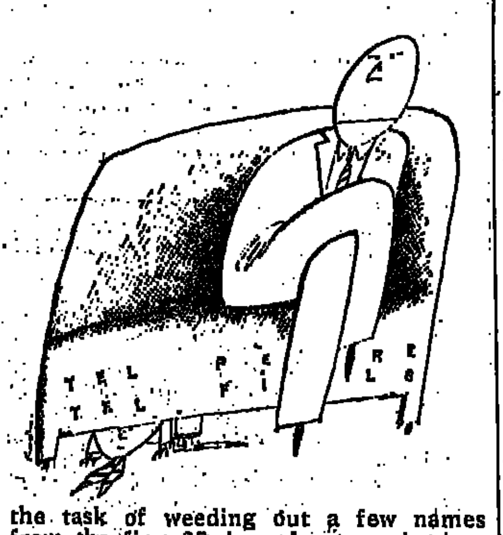
They were tested on reading, comprehension and number, and had to write a story. They also had several IQ tests to perform. All except the reading was conducted in silence, with only short breaks between each paper. The majority of the boys found the tests far beyond their capabilities, and it was unkind of their parents to have sent them.

Those from the private infant schools, or who had received special coaching, fared better. All the parents had known beforehand that every candidate would be expected to read fluently, as nearly all the tests were written. I was at a loss to know what to do with the boys who sat sobbing because they could not read the questions. They just had to sit in freezing unhappiness for several hours.

Once the papers had been marked, the unacceptable face of selection showed itself. In my naive way, I had assumed that all the marks would be totalled and the places awarded to those boys who had come within the first 25. However, certain categories of boys were to be admitted to the school even if they had not gained a place within the first 25 on the list.

Those included potential boarders; sons of teachers who worked for the charity organization which ran this and its sister school; those who were choristers at the cathedral; and those who already had some connexion with the school, such as a brother or father who had attended.

Nearly all these boys ranked among the top 25; but a few did not. So began



the task of weeding out a few names from the first 25, in order to make way for the favoured "failures". Boys who had no previous connexion with the school were at a disadvantage here. When it was decided that the boy who ranked 19 was to be rejected in favour of a poor choral scholar, I felt moved to intervene. Although a newcomer, I felt that this was very unjust.

After a long discussion, it was agreed that both boys could come, and I was to have 26 in my class the following autumn. I would willingly have had more than that. (When the 19th pupil arrived in September, he was a dreadful nuisance, and I often wished I had not bothered to argue on his behalf. Then he settled down and became one of the best workers in the class, and I felt I had been justified. The choral scholar remained weak throughout his school career.)

After six weeks I already felt disillusioned. On the one hand, children were being obliged to take these rigorous selection tests at age six or seven, in order that only pupils of the highest standards should be admitted; while on the other hand, intelligent boys were being "failed" in order that those with one foot in the door should be admitted even if their work was not of the standard demanded. My class for the next year was to include one boy who could not read at all; as one of his parents taught at the senior school, he had a guaranteed entry.

When parents are paying in e £100 per term (more for boar their son's education, it is not s that the majority of boys are w vated, and usually prepared to d are told. In fact, the main pro some was that they were far to for marks and too competitive.

The mark for each piece of E Maths was entered in the mark added up at the end of term. T were assigned grades which d not on how many marks they ha but on how they ranked in clas boy was A+, the lowest D−. Th system was based on a relati than absolute standard, so the always boys who had to be l grade even if they had work best of their ability.

If the standard of work of form rose, a boy could find him a lower grade even though worked just as hard as in previ To compensate for this, an eff was given, to include hard wo lack of it. Even so, to work hard achieve only D grade in the d must have been doubly discoura the boys concerned.

In spite of the selection pro there was considerable variation ligence, application, and speed within the class. But in order grading system to mean anything boy had to do the same piece Some bright, quick scholars fini work easily and were given extr to keep them occupied, while th mates finished the first piece. B they knew these extra pieces not count" towards the final g there was a tendency to take th task less seriously.

In the same way, general subj as history, geography, and nature were not included in the final g were not given the proper atte was surprised at how little inte boys showed in nature study. Th never heard of many common such as campions and millef of the fact that most of them were on frequent trips to the country and none came from inner city Only Maths and English "counted".

The climax of each term was the assembly, when the "Top Ten" fo class was announced. Only the first deserved applause; the names fourth to tenth boys were heard ence. The 11th boy, who might a single mark behind the 10th whole term's work, was not give tion. He had to wait until his pa opened his report to find out if a B or a D grade. Disappointment making the "Top Ten" was in many cases, both on the part parents and the pupils. It was und able then that the boys should be competitive.

Another unattractive feature pupils was their materialism. Mo from well-off families (although cant minority were not) and could two cars, colour television, and holidays abroad. These fortun were sometimes very condesce eir attitude to a poor schoolteacher like e, whose television was, and still is, ck and white, and whose ancient Ford lla caused much mirth.

he minority whose families had made at financial sacrifice to send their s to the school came in for much unasant teasing. One boy, David, came m one of the colliery towns some distce from the city. His family had sold eir car in order to pay school fees. ed seven, he had a complicated bus urney to school, involving an early start d at least one change en route. On e bus, he had to endure the taunts of llow passengers, who recognized the iform of the "Snob School". He was e only pupil from that town, and was erefore singled out for much unpleast attention.

nce he had arrived at school, his bles were not over, for he was often e due to transport difficulties, and his smates knew why. In contrast, many hem had arrived at the school gates heir families' second car. Fortunately, id was highly intelligent and living of to the others that one did not have e rich in order to be clever; a valu lesson for them to learn, but rather d on him to have to demonstrate.

> 'When I asked a class of 10-year-olds what they thought the main occupations of people in the city were, the majority wrote down Doctor'

he boys never really came into con with the general population. When sked a class of 10-year-olds in the raphy class lesson what they thought main occupations of people in the were, the majority wrote down ctor". Of 26 pupils, seven were the of doctors. There was no mention extiles, mining, engineering or food essing; all the other occupations ed by the boys were typically middle , e g, surveyors, solicitors. My mpts to broaden their outlook by g trips to local mills and pinning up am posters were of little avail.

I had trained as a primary school her, I was in theory prepared to take subject. But I could not work up enthusiasm for rugby, which I had r played and knew little about. It ed to bring out all the worst traits y pupils, and in me.

et every Tuesday morning I had to k up my whistle and a hastily rowed copy of "Know the game— by", and do battle with the Blues the Yellows. I tried dutifully the t before to swat up the rules, but y were too many and too complicated, I was soon in despair. My scrums e muddy free-for-alls; the lineouts e like a jostling queue of bargain ters; and I never knew who had ed whom.

grew to dread Tuesdays; they always ed to be colder and wetter than any r day of the week. After a month narchy on the pitch, when the Blues the Yellows were on the point of ng each other, I decided I could go no longer. I informed the head that ald take any lesson he cared to name, as long as one of the men could take rugby lesson. He very reasonably ranged Tuesday's timetable so that I an art class with the top form, while r teacher took my games lesson.

owever, in a prep school it is impos e to avoid rugby altogether. Even if are not called upon to teach it, you ately have to watch it, sometimes as often as three times a week. Hours of the Easter term were spent shivering on the touch line, with one eye on the game, and the other anxiously watching the class, who were meant to be supporting the school, but who were usually running about trying to keep warm and relieve boredom.

The school was rugby mad; they even sang a special hymn called "Courage Brother, do not stumble" at assembly on the morning of rugby matches. No kind of inclement weather could prevent a match from taking place during my first winter, although occasionally a welcome snowstorm would prevent us from spectating. I once saw 10 and 11 year olds returning from playing in the snow, so numb that they could not speak or remove their boots. I wondered what they were supposed to learn from this.

Boys who were playing in any kind of team could be withdrawn from normal lessons for practices and away matches. One of my pupils whose English work was especially poor missed a considerable amount of work one season, which he never made up. Everything seemed to come second to games.

Being in a team was regarded as more of an honour than being in the "top ten". On the other hand, a boy who showed little interest in games, but who came to my recorder class and had a talent for music, was despised by his classmates.

Winning at all costs, rather than taking part, was the name of the game. The atmosphere in the school on the mornings after a few memorable defeats was unsportsmanlike, to say the least. Indeed, on a few occasions when a school team had lost, the result was not even announced the following morning in Assembly, contrary to usual practice. An inquest into the previous day's game was always convened, and the boys concerned missed yet more teaching.

Parents do not just send their children to prep school; the whole family becomes involved in the life of the school. People who are prepared to find substantial sums of money for their sons' education, and who often travel long distances to deliver and collect their children, expect a good return on their investment. They require frequent progress reports on the child's work.

Now I never minded discussing a child's progress with his parents, but I did wish that the school could set aside special evenings for the purpose, instead of holding dubious "parties", where everyone was supposed to eat, drink and make merry, but where parents could stop you in mid-sandwich to ask about Julian's English or Michael's Maths, or why their son was not in the "Top Ten" when he was clearly brighter than whosit's boy who was?

> 'Intelligent boys were being "failed" in order that those with one foot in the door should be admitted'

The mixture of business with pleasure gave me indigestion, but I did have an advantage over my colleagues, in that I always called my pupils by their first names. When asked about Simon's sums, I usually knew who Simon was, whereas my colleagues had sometimes to ask for the surname.

Most of the parents were very pleasant people, who genuinely believed they were doing the best possible thing in sending their children to prep school. Most did not begrudge the expense of all the extras that were required to pay on top of the fees. They mostly gave cheerfully, believing that they were helping the school in hard times. They had a heavy commitment to the school and wanted it to succeed. Besides, it was like belonging to an exclusive club.

In my three and a half years there only one parent confided to me that, after four years, he wondered if he had done the right thing in sending his child to the school. The boy had succeeded both academically and at games, but his father was worried about the values and attitudes of his son's classmates.

The family had recently lost their dog, and the boy was understandably upset. His classmates had ridiculed him for his grief, which compounded the boy's misery. The delightful seven-year-olds of my class had usually succumbed to the pervasive "Be a man/Men don't cry/Men are tough" ethos by the time they had reached the top class.

Many of the fathers wanted their sons to grow up as quickly as possible. One father continued to send his son to board even though the boy was unhappy away from home, after a year in the boarding house on a weekly basis. His mother wanted him to be at home. She had other children who attended a local infant school, and she actually drove past our school gates each day to collect them, so there was no transport difficulty.

She was discovered in the classroom one lunch-hour in tears; but there was really nothing anyone could do, except to be especially kind to the unhappy eight-year-old.

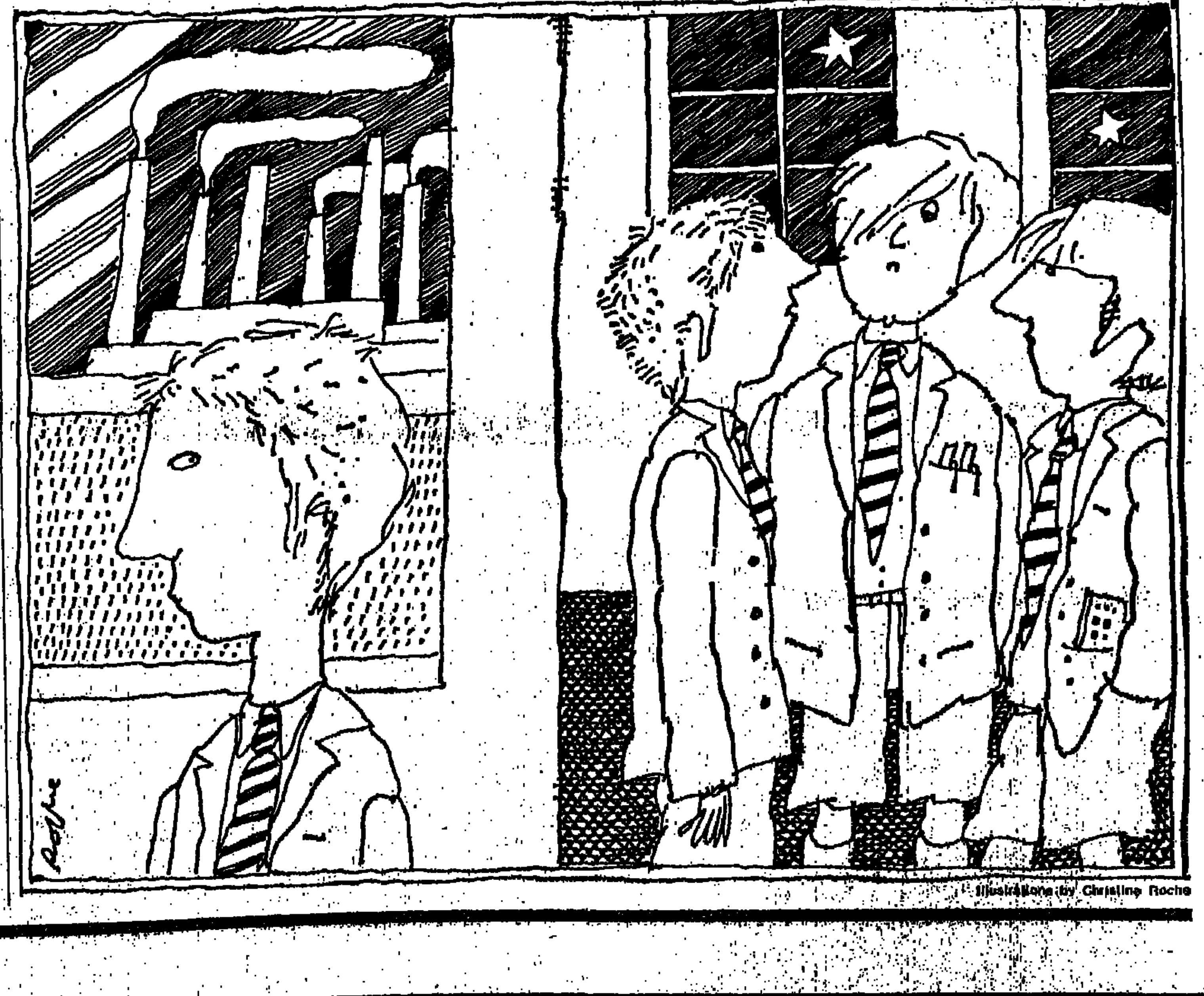
His father argued that all the other boys in the boarding house were happy, as he himself had been happy 25 years previously. The fact that his little son was a different person with different needs seemed lost on him.

It was with considerable relief that I went off on maternity leave. Unlike many new parents, I did not contact the Head the week after my son was born, in order to enrol him for 1985. I returned to teach at the school after the full six months' leave, but resigned soon afterwards.

In doing so, I deprived my son of what some parents would consider the best possible prospect for his future: an automatic entry to the junior school, whether or not he passed the selection tests, followed after four years by automatic entry to the senior school, with all that an independent Grammar school education has to offer—and all this at half-price, a perk given to teachers employed by the charity organization which ran the school.

No child from the school ever failed the *senior school entry exam*; some failed to reach the required standard, but were still accepted. Very few pupils fail to achieve high marks, however; there can be no questioning the high academic standards at the school.

The reasons why I did not want a private education for my son were social rather than educational: I did not want him to be made to feel inferior because his mother drives a rusty old car; I did not want him to be forced to play Rugby in the snow in order to become a man at 11; and I did not want him to feel that the ability to show manners, consideration, or grief, is not a worthwhile quality.



Illustrations by Christine Roche

هكذا من الأهل

Here comes nostalgia

by Tom Corfe

London Particulars. By C. H. Rolph.
Oxford University Press £6.95.
19 211755 6.

The England of Henry Taunt, Victorian Photographer. Edited by Bryan Brown.
Routledge and Kegan Paul £2.95.
7100 0557 1.

The Story of a Nobody. A working class life 1880-1939. By Ian Dewhirst.
Mills and Boon £5.50. 263 06436 0.

Crafts, Customs and Legends of Wales. By Mary Corbett Harris.
David and Charles £5.95.
7153 7820 1.

Here comes nostalgia, clumping along in heavy size fourteens. C. H. Rolph's ponderous, precise, avuncular tones remind us (if we needed it) that he grew up a policeman's lanky son, destined for a time to pound the beat himself. He recalls with astonishing clarity his Edwardian north London home. Wistfully he regrets his inability quite to match Caligula's memories of the midwives' adoring faces as they delivered him, but his own achievement falls not far short of the emperor's.

The streets of his upbringing may be little changed in substance, but people and atmosphere are very different now. "Little front gardens had been concreted over to accommodate elderly motor vehicles", he notes, returning after three-quarters of a century, "and in the roadway, which in my infancy was a teeming playground safe from traffic, there wasn't a child to be seen."

C. H. Rolph peoples those streets with the folk whose tastes, morals, eccentricities and kindliness he remembers so well. Most of them would, I suppose, be classified as lower middle class if classes existed in London suburbs. The child culture of the age centred round vigorous, harmless pranks, around street games ("a marbles economy . . . marbles were extracted by . . . blackmail, intimidation, entertainments tax and entrance fees to games of playground cricket and football") and primitive educational technology ("a wooden-framed slate on which one wrote, drew or doodled with a squeaking slate-pencil").

It is all remembered in a mellow light, but his world obviously had, by today's standards, its harsh side. He is almost surprised to find how unconcerned he was by such hardships as freezing, fireless bedrooms, almost ashamed at his lack of feeling over mother's death from cancer. A wordy family, these young Hewitts, with their recurrent debates and extensive research inspired by a common fascination with etymology. Inspired by father's addiction to dictionaries and insistence on proper speech, C. H. Rolph's writing displays still his delight in nuances of pronunciation, meaning and emphasis.

Save for Fulham Palace Road on the dust-jacket, *London Particulars* comes unadorned by any of those nostalgic photos that ought to accompany it. Henry Taunt might have filled the gap, but he preferred to work amid rural surroundings along the upper Thames, or in his native Oxford. Bryan Brown, introducing this paperback version of a book first issued seven years ago, points out the artistry of the Victorian photographer, growing more subtle through the decades. I do not care for the muddy monotone of sepia that is used to draw the last ounce of nostalgia from these pleasant but generally unexciting prints.

Henry Taunt's past is not as real as C. H. Rolph's. Ian Dewhirst's goes a stage further, an exercise in faction, recreating the real world around an imaginary individual. The history is careful, but the invention fails. "Arthur Illingworth", born rather vaguely somewhere in the 1880s or 90s, growing up in the primitive back streets of a northern town (Mr Dewhirst coyly refuses to identify it as Keighley), is an attempt to give a biography to a face in a class photograph. The "nobody" turns out to have no personality and no reality. What might have been a very useful peg on which to hang a mass of social history gives it in fact only very inadequate support. "Arthur" makes his perfunctory appearances as a cardboard figure at the street celebrations, in the mill, at the front, in the dole queue. In between he gets rather lost, and finally fades out in vague middle age as the book gives up at the start of the Second War. Arthur's two friends, designed to fill out other aspects of his world, display rather clearer identities. But the rough, tough unemployable and the schoolmaster-socialist meet probably very different fates in the First War.

This is a laudable attempt to give an impression of what life was like for the working classes. The problem with faction, of course, is to know just where the borderline lies between fact and fiction. It, for example, it is fiction that the unemployed military medallist "had been at school with Arthur," is the coroner's verdict after his suicide a great pity that a young man like him did not go abroad and try to better himself", any more authentic?

The borderlines are even more hazy in Mary Corbett Harris's ramblings amid the myth, legend and earthy practice of her mountainous mid-Wales homeland. Fantasy and old wives' tales rub shoulders with the skills of farmers and craftsmen and the customs of the village. There is nothing scholarly, analytical, critical here, no dissection of folklore or social geography: it is the world of a pleasant lady who retain all sorts of surprising links with their prehistoric and legendary past. Nostalgia again? No, perhaps not: here, it seems, past and present are still one.

When short meant good

by Marghanita Laski

The Oxford Chekhov Volume IV: Stories 1888-1889. Translated and edited by Ronald Hingley.
Oxford University Press £14.00.

The Bodley Head Book of Irish Short Stories. Selected and introduced by David Marcus.
Bodley Head £8.50.

Never in the field of artistic endeavour have so many people in Britain gone in for creative writing, an activity so-called only until professional status is attained, after which the adjective is dropped. The nature of this usually group endeavour virtually entails the creative writings being short: in reading one's efforts aloud, the patience of the group must not be too far tried, and the chances of publication, in no matter how small-circulation a journal, are better. So what creative writers mostly produce are shortish poems and short stories.

It is apparent, on reading the products, that the poems tend to be better than the stories, and a reason is easily found. In so far as poetry is the spontaneous overflow of powerful feelings (and this is certainly one thing that poetry can be), then, in a non-classical period, a would-be writer is likely now and then spontaneously to overflow into right words. But the short story is more demanding, and it is rare to find among the work of the creative writers any worthwhile short story.

What seems most often to be wrong is a failure to study and learn from good models, a common fault of all artistic creativity in romantic periods. But especially for the short story of no matter what genre, spontaneous overflow unsupported by discipline is not enough. Only genius can write a good short story without study and assimilation of, constant comparisons with the best of the kind. And this kind has been, in the past, very good indeed. If the mid-nineteenth century was the period of the great novel, that century's closing years and the first decades of our own produced, in Europe and to some extent in the United States, short stories so far unsurpassed. But only in degenerate form if at all do these seem to have been influential on the creative short-story writers of today.

So any republication of good short stories can be positively valuable, apart from the direct literary pleasure they may give. Both publications under review could be immediately useful: the fourth—though last—of the nine-volume Oxford *Chekhov*, which contains Chekhov's first seven published stories and one hitherto unpublished; and the *Bodley Head Book of Irish Short Stories*, some 30 stories which span, roughly, our century, beginning with George Moore and Somerville-and-Ross, and passing through Stephens, Joyce, O'Flaherty and other good middle-period writers to the living writers who are the most substantially represented. Neither volume would, of course, be read through at a sitting for pleasure, for this is no natural way to read short stories. One could even say that to force many short stories into a volume is an unnatural act, but nowadays what else to do, when the chance of reading them, outside the tiny-circulation mags, has almost vanished? So here, perforce, are the volumes, and those less pressed than the reviewer will be well advised to savour them slowly.

Of course, there is pleasure here: pleasure, and more, from the Chekhov, much pleasure, and some impatience and tedium from reading the Irish stories. More interesting an assessment in the present context is to consider what can be learnt from them by the aspiring creative writer.

For him or her, hardly a model more dangerous than Chekhov, for he stood, one might fairly say, to the short story as James to the novel, the genius in a form which in less-talented hands inevitably led to the diffuse, formless, self-indulgent, stretches of slice-of-life prose that most often pass for short stories today. As a model, Maupassant is far safer: for talent less than Chekhov's, better results are likely if beginnings are subject to models of controlled classical form.

To read the stories in the Chekhov volume is surely to become convinced of this. Presumably the hand that wrote them can be considered a prentice one, yet how masterly most of them already are, so far above ordinary attainment as to bring any sensitive w writer to conclude that it only by spontaneously over with powerful feelings that she can write a good shor It is, then, in humility and a ness critically to study form the writer may care to the Bodley Head compilation consider why some of these succeed, some fail; what it can, even in restricted make a story as Irish— authentically or aggressively as Chekhov's stories are and, at the same time, to which stories are necessarily and which only incidentally Above all, the putative writer wish critically to savour the pleasures to be derived from short story as slice-of-life, as incursion into a potential unwritten novel; or short story a shape-in-itself, standing novel as, perhaps, the the epic. Any creative group could profitably some time to these volumes to many others such. It would surprising if their writings improve as a result.

Word Fowler rampant

by T. P. Waldron

Words Fail Me. By Philip Howard.
Hamish Hamilton £5.95. 241 10401 2.

Max Beerbohm once lamented that he had great difficulty in keeping up with the masters of modern thought as they passed into oblivion. Today we are often invited to think there is a similar problem with the words of our language. In fact the chief coiners of ephemeral neologisms are teenagers, who usually grow up and revert to the language of the tribe; and academic linguists, who have coined with such incontinence that communication between rival schools has all but broken down. "Language for humanity at large, however, is the most stable institution of all, and the basis of all the others."

Still, words and usage do change, and often for the worse. Philip Howard, Literary Editor of *The Times* and well-known wordFowler (in his own write), is concerned to stop the rot. He has an eye for any sloppy usage, vacuous cliché, blurring of useful distinctions, incipient malapropism (*flaunt* for *flout* etc.) perpetrated by politicians, economists, commentators and many others, including reviewers. "Bad usage is constantly driving out good." This is his underlying theme. It is, however, overlaid with such a wealth of jocular allusion, anecdote, example and background information that not even the offenders—and we are sinners all—could take offence.

He can be oddly selective. He notes how "exponents of linguistic structuralism rush to defend any solecism or neologism" as an "alternate mode of communicating", but is strangely deferential when it comes to the jargon of the "mathematically inclined philosopher": "His colleagues understand what he is saying." This may be the only unintentional joke in the whole book.

Not all the book however is concerned with the use and abuse of language: witness the amusing chapters on angels, mermaids, the Cheshire Cat, Dystopia, and crocodile tears. This last is a wittily condensed history of the topic, ranging from Herodotus and a crocodilian paradox of ancient logic to the actual physiology of the beast. It seems to get the wires crossed between its salivary and tear glands and really does weep when about to eat you. More to those tears than meets the eye.

The most disappointing chapter—a purely personal judgment—is that on Tautology: not because the examples cited are less hilarious than others in the book, but because it is a serious subject, and being serious, rich in irony of the sort that Mr Howard explores so well elsewhere. Falling short of his own highest standards he confuses tautology with pleonasm. But tautologies are what contradictions contradict, and if contradictions are wicked then tautologies must be very good. Much explanation and all definitions are tautologous: *eadem sed aliter*. (Theorists who beguile the reader by saying they will not bother him with definitions are invariably up to mischief.) Inertia is tautologous: things remain as they are unless they change. Yet finding out how and why they change is what physics is all about. Most of mathematics is tautologous, as poor Russell ruefully admitted after many years of thinking it a source of metaphysical certitude. Those who sought to discredit Darwin's theory as tautologous—what survives, survives—unwittingly grasped his point. The corollary of that principle is that a species does not survive becomes This begins to sound like a for the times. With Philip How help we may at least go on ing.

Only once does Mr Ho descend to pedantry, and nemesis he comes unstuck. He it is "phonologically untenable" derive *andouiller*, "antler", Latin *antoculare*. But here logist Onions (whom he doesn't know his own. There where he needs a *t*. But old F *antoillier*, not to mention retains the *t* intact. Words live by phonology alone. They contaminated by other words *andouille*, "pork sausage", shame: only a pedant, or viewer, would raise such in a book which can guarantee average five laughs a page of them.

The taming of the playwright

Malcolm Bradbury on a week's television

scious, perhaps, that too long heady a diet of giveaway shows, el games, sitcoms, talk-shows Bruce Forsyth must finally e even the sturdiest youth into kling senile dementia, the plan s on all three channels have steadily increasing the diet of ms—which is, apart from documentary and news, the one good son for admitting that eye into corner of one's living room at

itish television drama standards outstanding, as becomes almost rrassingly evident when lebrow kitsch like Forgive Our sh Ways (BBC1, Tuesday), the d drama series of the autumn sub-titled "a love story," is d notably upmarket by high sional qualities of production, tion and, above all, acting. A story it is, the old one about starchy English lady and the an prisoner. For the starch have Kate Nelligan; and you of course, only to take one at what lies under that mid- s makeup, or to recall some er notable past performances, ow that fires burn underneath. pisode two, in the dead school the holiday break, the starch s to vanish. There is little else said of this thin-looking tale t that it is better than enzie (BBC1, Thursday); but most things are.

, the real pleasure in drama in the single play: the welcome n of Play for Today, a new pro on in the BBC Television kespeare series, the Dennis ter season on ITV. Play for day opened its new season with hard Eyre's adaptation of David rey's powerful novel Pasmore C 1, Tuesday). It should, on the of it, have been a compelling equation, with a first-rate writer-director and a remarkable book in the background. That it didn't quite translate suggests some of television's limitations.

This story of a gaunt and anguished university lecturer who leaves his wife, finds an evening-class mistress, withdraws with her to a room, struggles there to point of breakdown with his own jealousy, origins, and parents, and ends up back in the marital bed with gloom written clearly on his face, depends entirely on penetrating the troubled economy within Pasmore's skull. Eyre struggled with the visual equivalents, the exterior objective correlatives: at times, in the endless domestic whine of wittering children, in the empty, voiding resonances of a university lecture hall, he found it. But there were not quite enough resonating images of disturbance and disorder, and there was never quite enough of a style, to let this be more than a story of a man who wanted it all ways: freedom and family, mental wholeness and exterior life. Philip Jackson managed to display the gaunt gloom of many a senior common room figure, and Alison Steadman gave energy to the part of Pasmore's wife; but the mood of psychic surrealism that Storey conveys in his novels did not quite convey itself through this noble try.

On the other hand, Jonathan Miller triumphed against the odds with The Taming of the Shrew (BBC 2, Thursday), a play with a message of male domination and female servitude that can only negotiate itself rather oddly in the world of Germaine Greer and Shulamith Firestone. By dropping off the Christopher Sly frametale, which turns the play into a deceit performed to increase Sly's drunken sexual confusion, Miller raised the stakes against himself. He raised them even more by casting a gabbler as Lucentio, and as Tranio an actor who played the part with a secondary-modern accent that made him a most unconvincing exchange for his master. Rescue came as the clowns amassed: Frank Thornton, Jonathan Cecil and John Bird, marvellously cast.

John Cleese as Petruchio in BBV TV's "The Taming of the Shrew"

But it was when John Cleese, with his gangling strut, entered as Petruchio, come to wive it wealthily in Padua, that the production gelled. Cleese's comic gift is to indicate that sexuality is a horror anyway, and that all true relations are with one's betters or inferiors. Sarah Budel as Katherina was assassinated in the first exchange of badinage, and Cleese went on to tame not just the shrew but the world itself. Translating Katherina to the vile hovel populated with lunatic servants in which he evidently passed his days, he made it clear that what he had permanently in mind for her was a world of manic gloom where only Valium could save her. Still, "Kiss me, Kate," he kept crying, and kiss she did, also giving to the final speeches all the weight of one who would rather live with Cleese's mania than in all the world outside. Cleese's extraordinary performance, well supported by the rout of clowns that surrounded him, made male domination into a compact of saddened understanding. Given the fact that the BBC Television Shakespeare has had, to date very mixed and frequently disappointing fortunes, this for once was a wildly inventive reading of the play.

The second Potter was not like the first. Rain on the Roof (ITV, Sunday) had, beyond the windows of an ex-vicarage where a secular modern marriage was in process of disintegration, a wandering rural lunatic, a born-again Christian unable to read or write, with bloodied hands, a dead father haunting his mind, and fits—an extravagant cliché that derives all too patently from Potter's earlier work. His Gothic wanderings promised a Hammer House of Horror ending, duly fulfilled. The strength of the play lay in the detail and dialogue of the marriage, marvellously enacted by Cheryl Campbell and Malcolm Stoddard, and the extraordinary meticulousness, again, of the direction, by Alan Bridges, which completely—as Richard Eyre could not quite—mastered the script. And, as a dark fable about what happened to Janet and John, out of the children's spellers, when they grew up, it attained the dense symbolic force that comes from Potter at his more assured. Don't miss number three, next week.

Wisdom of the senses

Michael Church evaluates some recent piano recordings

many great pianists are alive well and playing in London? epends on how you define great, In any event the number would ably not exceed 10. And how merely brilliant ones? Hun-

it is with recordings. The facing any teacher wanting to up a library is therefore both ting and agreeable. Recent re s include a number of records could well, capitation permitting, find a place in that library.

begin at the beginning, we Clementi (Alpha DB 195)— sonatas played by Luciano l. The historical interest of little-known works lies in their ence to so many more familiar arks: there are echoes back to Domenico Scarlatti, side to Haydn and Mozart, and rations of early Beethoven. 's renderings are a delight, baroque without any fussy risms, and the relatively technical demands of many these pieces would hearten ger performers.

orty years on we come to an ordinary hybrid, Liszt's piano scription of Berlioz's Symphonie tastique, ably played by Bruno (CBS 76861). As the re note points out this exercise iendship and admiration by the was as much a matter of rpretation as transcription, and ch it has considerable musicological interest. As music pure and le, however, it has inevitably a flattened-out effect: with z's rich orchestral colouring ed to one single range, and this flattening has the added disadvantage of emphasizing the meandering shape of the whole.

Next a bouquet of pieces from the composer once aptly described by GBS as "a great baby . . . a sentimental voluptuary with a wonderful ear". Brahms: Deux rhapsodies Op 79, Trois intermezzi Op 117, Six pièces Op 118 (CAL 1679) played by Inger Södergren represent this composer at his unbombastic best. Ms Södergren's approach is pleasantly unshowy and suitably atmospheric and would encourage any young musician who had to tackle one of these pieces for Grades VII or VIII.

Next come Chopin: Waltzes by Claudio Arrau (Philips 9500 739) and it is hard to imagine anyone playing them better. Arrau plays with energy and warmth and without a trace of affection: one feels he's spent a lifetime intelligently weighing these exquisite pieces up and that this recording represents his considered verdict.

Arrau is pushing 80; the formidable Maurizio Pollini is only half his age and plays Chopin, it must be said, with only half his insight: Deutsche Grammophon's boxed set Etudes, Préludes, Polonaises (DG 2740 230, three discs) is an awe-inspiring monument to this performer's dazzling virtuosity which brings out the structure of everything he touches hard and clear. Sheer speed frequently triumphs over poetry; even his rubatos seem to have a metronomic precision; one admires, but one does not warm.

Debussy's Etudes have only recently been recognized for what they are: as with Chopin's, the technical invention is just the starting point. Livia Rev plays these, together with three other compositions, (Saga 5475) so as to characterize perfectly these strange musical edifices. Debussy: Preludes: premier livre is presented with a slightly ponderous luxuriousness by the Rumanian pianist Theodore Paraskivesco (Caliope 1831).

And so to our century proper, and Pollini again. This time he socks it to us in a five-disc set entitled Piano Music of the Twentieth Century (DG 2740 229). If you regard the development of avant garde music as a burgeoning disaster, and if you want to put the finger on the guilty men, this set is for you.

The first work offered here is Stravinsky's adaptation of his masterpiece *Petrouchka*: the spirit of this work is too indestructibly embedded to be destroyed by Pollini's cold brilliance. On, then, via Bartok's two piano concertos through Schoenberg and Webern and Boulez (Sonata No 2) to that high priest of mystical-political musical pseudery Luigi Nono.

The sleeve notes mirror their subject matter, demonstrating in ever more acute form that lethal tendency to exalt the intellect at the expense of the intuitive wisdom of the senses. Those studying the history of this century's music will find here a complete case for the prosecution, and the beauty of it is that it's presented by the defence.

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November 4-7, Arnolfini Theatre, Bristol.

"My only anxiety is what can I do? Could I not be of use and good for something? . . . I'll take up my pencil again. Do not fear for me; if I can continue my work, I will succeed."

The worries that tormented the 27-year-old Van Gogh a century ago continue to oppress young artists today, and his destitution is paralleled in schools where the unkindest cuts have fallen on the art department. Despite frequent announcements from cultural pundits that the Image rules our global village, those responsible for nurturing the next generation's visual talent are expected to do it on a couple of pounds a year per child, and to plug the gaps in everyone's timetable with craft materials begged from scrap-merchants and drawing paper salvaged from computer print-outs.

Hard-pressed art teachers, their pupils and anyone else with an interest in keeping creative, can take heart from a series of meetings arranged at the Arnolfini in Bristol next week. Individual guidance will be offered to young people wishing to join or prepare for Foundation Courses, and tutors from art colleges in Dartington, Brighton, Newcastle and London will outline a range of educational programmes that link the visual arts with theatre, music and therapy.

Professional openings for artists and their role in the community will be discussed in a day-long forum with contributions from a lecturer in arts administration, a cinema coordinator, Carol Kenna from the Greenwich Mural Workshop, Susan Fahy from the Bristol Playbus Scheme and Richard Cork.

The social importance of design, the conviction that our surroundings are potentially "everyone's sphere of action", and the determination to render the skills of image-making common property are expressed in "Art, People and Places", an experimental exhibition.

ong this week's tributors:

alm Bradbury is Professor of rican Studies at the University st Anglia.

h Trowell works in the ren and parents' department of avistock Clinic, London.

yn Wakelin's latest book is vering *English Dialects*.

Waldron is fellow of Wolfson ge, Cambridge.

Chamber music competition for schools

The first ever Chamber Music Competition for Schools will take place next February at St John's Smith Square in London and cash prizes up to £600 will be awarded for trios, quartets and other groups of up to 10 players. Participants must be not less than 11 years old and not more than 18 on September 1, 1980 (though any one participant in a group may be one year younger or older). Entry forms from and all inquiries to Chamber Music Competition for Schools, 27 Princes Street, London W1R 8NQ.

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It's Mimi! It's Mimi!

Patrick Carnegy looks at what opera companies are doing for schools

All the leading opera companies now have schemes for introducing children to opera and providing tickets for them at bargain prices. Those who put on opera are naturally out to attract their future audience. But if the maddening sold-outness of the more glamorous events scarcely suggests any need to "attract", the real hope is to build a more discerning and adventuresome audience than the present one. *Figaros*, *Traviatas* and *Bohèmes* there have to be, but most companies are inhibited from expanding the all-too-familiar pocket repertoire by the sadly narrow range of audience expectation and curiosity.

Those companies most active in this field go to great trouble to provide teaching material so that young audiences may be adequately prepared for what might otherwise be an experience not only overwhelming but incomprehensible as well. And there's no doubt that homework yields handsome dividends in response. At Covent Garden's first school matinée some four years ago, the atmosphere was electric. When the heroine knocks at the door in the first act, excited whispers rustled all round the house: "It's Mimi! It's Mimi!" What the audience had probably not been prepared for was the sight of a nude model (rear view) in the bohemians' studio. This provoked much nudging and audible comment. But the model cheated expectation by slipping away sideways behind a screen. She was, of course, booed more vigorously than even the worst singers can ever have experienced.

Covent Garden's matinées (always heavily oversubscribed) are open to schools everywhere. The aim is to provide three ballet and three opera matinées per season, and the children see the same-star performers as those billed for the evening [illegible] with Shirley Verrett; parties are travelling from as far afield as Sheffield, Cheshire and Devon. The next opera matinée is *L'Elisir d'Amor* with Bergonzi and Geraint Evans (April 6), and there may be a *Peter Grimes* to follow. There will be a further *Tosca* matinée in Manchester in May, this time with Grace Bumbry. Tickets cost £2.50 and £2, as against the normal price for the stalls of around £15, or £8 for the front amphitheatre. The sponsors are IBM (UK) Ltd, and details are available from the Marketing Officer, Royal Opera House, Covent Garden, WC2 7QA.

Other ROH schemes attractive to young people include Prom performances, when the stalls are removed and 700 prommers congenially crowded in (next chance, the three Mozart/da Ponte operas in July), cheap tickets via Sir Robert Mayer's Youth and Music organization, or by becoming a Junior Associate of The Friends of Covent Garden. There is also a 25-min 16mm film, *Curtain Up*, which unveils the backstage working of a ballet company.

Over the past half-term week the English National Opera has given 60 children from Tower Hamlets the chance to rehearse and perform (tomorrow) *The Snowman of Kashmir*, specially written by the ENO also offers a splendid coloured Kay, and Staff Producer, Stefan Janski. Further workshops and related activities will be held in and round Nottingham when the company performs there next March. ENO also offer a splendid coloured wallchart of the anatomy of the Coliseum, its home base and London's largest theatre (£2.95, p and p inclusive, from ENO, St Martin's Lane WC2N 4ES).

An example of enlightened local authority patronage was the Kent Education Authority's support for the 1979 Kent Schools Festival at Glyndebourne—six special performances for secondary schoolchildren in the county. Glyndebourne has every hope of being able to repeat this venture next year. Meanwhile, the Glyndebourne Touring Opera Scheme (supported by Yardley of London) has been offering schools and students tickets at £2 (instead of £5·£7) for performances at Coventry, and last week at Southampton, where about 600-700 took advantage to see *Die Entführung*, *Bohème*, and *The Rake's Progress*. Information about Glyndebourne schemes from Alastair Sedgwick (01-235 9292/7040).

Further evidence of Kentish educational initiative is the recent appointment by Kent Opera of an education officer, Virginia Harding, although of course this company tours throughout southern England. Her brief is to make contact with schools and colleges, and to organize talks, lecture demonstrations and other educational events involving Kent Opera artists and staff. The address is Pembles Cross, Egerton, Ashford, Kent, TN27 9EN.

Welsh National Opera also has a full-time educational organizer, Christine Chibnall, who plans to get children actively involved in opera from all angles, not just music. WNO's main effort goes into providing workshops with guest lecturers and members of the company performing and talking about their work. A series is already under way in Coventry, where the WNO will be from November 11 to 15, and there is a concurrent series in Bristol. Information about these workshops, Schools Information Packs (some of the best I have seen), and much more besides from Christine Chibnall, WNO, John Street, Cardiff CF1 4SP.

English National Opera North also has a workshop scheme. This is usually aimed at 10 to 14-year-olds, but can be varied on request. Two singers, a pianist, and a leader work with about 120 children at a particular school, and the company tries to fulfil requests for workshops not on its immediate touring route. During the Christmas season in Leeds, York and Hull, half-price tickets are on offer for children and students for *The Tales of Hoffmann*, *The Merry Widow*, and the inevitable *Bohème*. Details from *ENON*, Civic Hall Annexe, Leeds LS1 1TF.

Theatre and education

Nine Daies Wonder

Hugh David

Despite the theft of a car containing all the preliminary paperwork, the Newham International Festival of Theatre in Education went ahead as planned last week. Teachers, educationists and members of TIE companies from Britain and abroad converged on the Theatre Royal, Stratford East, for a week of workshops and discussion.

It would have been unreasonable to expect the Festival to offer solutions to all the seemingly intractable problems that bedevil the average TIE company—inadequate funding, the indifference of some teachers and "the educational establishment"—but the Festival's morning plenary sessions at least allowed delegates to take stock and agree on broad objectives.

Playwright and ex-teacher Brian Clark (author of the West End success *Whose Life Is It, Anyway?* and the BBC's *Telford Change*) set the parameters for discussion in his opening address. The teacher and the actor are engaged in very much the same craft, he told delegates; both aim to put us "in touch with ourselves at a deep level". The best drama, like the best teaching is an active collaboration between actor and audience. And by extension, the best TIE is an equally active collaboration between actor, teacher and audience.

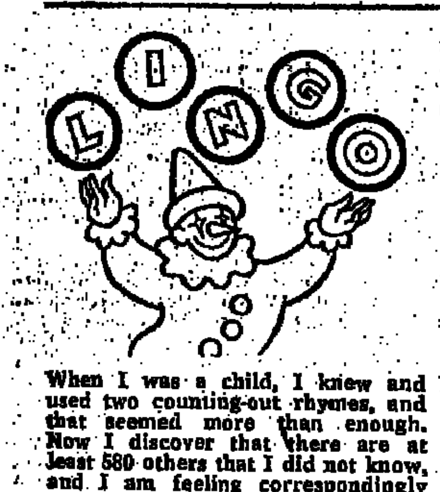
How this collaboration could best be achieved occupied delegates for much of the week. The days of isolated productions of irrelevant plays presented *in vacuo* with no preparation or follow-up might be over; but, as a Canadian delegate pointed out, Great Britain is still a long way behind North American practice where TIE companies commonly have up to four days of follow-up work in a school after presenting their productions.

That British companies' follow-up is often only a few hastily-duplicated worksheets optimistically offered as the actors climb back into their van is not the fault of the companies but of the short-sighted policies of many l.e.a.s. Once it is realized that TIE is educating children and not educating children about the and this was perhaps the message to come out of the Festival—then it immediately be vitally important to the wh cational process.

Money, of course, is the lem. Although some auth the ILEA, Wigan and were often cited—were pre fund work, at a time of cuts too many were not. Th according to Festival organ Bowater in a background "Funding TIE" is that comes undervalued. It however, all gloom in Newh week. Working in local scho teams from London, Coventry low and Merseyside shew what can be achieved, ev limited resources.

Ludus Dance-in-Education about their work in speci and performed their pla Coventry TIE presented rent programme *Strath* there were illuminating Young People's Theatre and on the work of the Theatre in Berlin. Volker its director, explained the tion and objectives of the group who have their own theatre and also work on schools tours and on Something of their style in Wakefield Tricycle's of *Mr Robinson's Party*, racial tension for eight olds translated from Lud play *Ein Fest bei Papadi*

The Festival closed with formance at the Theatre Christ Harris's acclaimed show *Kemp's Jig, A N Wonder*. A metaphor for rent state of TIE. Certain can be no room for comp delegate had earlier rem Festival that in Britain at present just 90 TIE for every 100,000 of the population.



When I was a child, I knew and used two counting-out rhymes, and that seemed more than enough. Now I discover that there are at least 580 others that I did not know, and I am feeling correspondingly deprived. A few of the rhymes in *Counting-Out Rhymes: A Dictionary* (edited by Roger Abrahams and Lois Rankin, University of Texas Press) I did use for clapping or skipping but the rest are new, and dozens of them are dazzling in their wild originality.

All human life is here; a plaintive lament from Massachusetts (1888) "5, 10, 15, 20/Sugar plums are not plenty"; notes for an autobiography: "I have a grandmother down in Leith/She has four and twenty teeth . . ." (Orkney 1904); social comment: "Gipsy, gipsy, lived in a tent/Couldn't afford to pay the rent . . ." (Aberdeen 1969); and more, much more.

The dictionary really is a dictionary; it is strictly alphabetical, with no attempt at explanation or categorization. But who cares? As you read, you begin to make groupings of your own: Political, Social, Lyrical, Racist, Nonsense, Educational, and Short. The short rhymes are engagingly dotty: "Farthing jolly biscuit/you are out"; "Let us, oh let us/Eat lettuce"; and, shortest of all: "A, E, I, O, You". The Racist group is uncomfortably large: an example from Michigan:

Boilika, bublika, devils pot,
Boilika, bublika, hellika hot,
Boil black blood of big black man
Boilika, bublika, Ku Klux Klan.

But perhaps amends are made by the rhyme from Vermont that begins: "Father's hope and mother's joy/The darling little nigger boy . . ."

Some of the educational rhymes sanctimoniously preach the evils of tobacco and gin, but a few have a certain appeal: "Calcium, potassium / Magnesium beer / Nitrogen, oxygen/Hydrogen dear . . ." There is a sub-category of these obviously written by adults to improve children's minds and manners: "The needle's eye, it doth comply/The thread that's run so true . . ."; "Oh, who will be King in this little game?/Oh, who will be King I say . . ."

The nonsense rhymes are the most puzzling and one longs for editorial comment on, for example: "Zetra, detra/Pamphra leta/Hover, dover, dik!", or the brisk: "Hono ryfy/cabul lyty/Do not I/Tanti busque/Oker!" There is another sub category here, of Lost Allusions: "Fun, fun, son of a gun/1891;" "Die do, Bendigo/Sprendigo and Romeo."

boilika, bublika

Another large section is the collection of Eenie Moenie rhymes; there are references to, and quotations from, more than 300 variations, of which my own favourite is:

Eenty teenty orry ram tam toosh,
Ging in alow the bed, an catch a wee fat moose,
Cut it up in slices and fry it in a pan,
Mind and keep the gravy for the wee fat man.

One or two rhymes resist categorization:

Farmer, farmer, can I cross your coloured water
Or golden field today?
Not unless you have the colour blue,
And if you have it you can cross.

A daring rhyme, as a friend of mine once remarked of the chorus of Loch Lomond. Another serendipitous discovery:

Here's a Spanian, just from Spain,
To court your daughter Mary-Jane,
My daughter Jane is far too young
To be controlled by anyone.

Watch out for the companion volume, *Jump—Rope Rhymes*.

Mary Jane Drummond

Incommunicable secrets

Marion Glastonbury reviews Russell Hoban

Riddley Walker. By Russell Hoban.
Cape £5.75. 224 01851 5.

Forlorn figures stumbling through mud; crows cawing; fires in the night. The scene recalls the pilgrimage of the Mouse and his Child, and can be located, thanks to the map provided, in post-nuclear Kent where the Isle of Thanet has been torn from Inland and the ruins of Canterbury Cathedral stand as a Power Ring at the Centre.

Twelve-year-old Riddley Walker inherits the role of "Tel-Man" or seer from his father, who dies demolishing machinery in the rubble of a byegone techonological age. Caught up in the rivalry of gang leaders, Riddley is led by a pack of wild dogs across ravaged terrain, where nomads compete for subsistence with foragers from fortified stockades. Literacy is almost extinct but the lore of the community is preserved and reenacted in travelling puppet shows. These are the property of the rural elite and tell the story of Eusa who was tricked by the diabolical Mr Clever into splitting the "addom, the Little shining Man at the Hart of the wood".

Riddley's quest for the truth within this Foundation Myth, his efforts to discover both what the world is coming to and what it has lost, are prefigured in a children's song:

Horny Boy rang Widder's Bel
Stoal from his Father's Ham as wel
Bernt his Arse and Forkt a Stoan
Done it Over broak a boan.

You will notice that this conundrum incorporates the place names Herne Bay, Whitstable, Faversham, Folkestone and Dover. You will also, if you are paying proper attention, spot the symbolic significance of St Eustace, depicted in a fifteenth century wall painting, on his knees before a stag with the radiance of the crucifixion between its antlers. At a loss to interpret this Riddley asks: "Howd you say a guvner S a little t" and is told "St is short for Saint. Meaning this block Eustace he dintjus tern up he wer sent".

Riddley's sub-literate narration is initially painful for us fast readers and good spellers. But the heavy head-work required to decipher it is justified, in the long run by the unexpected meanings that seep through the cracks when conventional orthography is fractured. Hoban the master wordsmith has fun with the remnants of our administrative system: "loakel tharty; trufax from the Mincery; Pry Mincer and Wes Mincer; the fissonal seakerts; clinnicking and national healsing; and with the terminology of science: gallack seas; the sadellite bird; Saul and Peter (salt petre); party cools; vantsit theary trylnarrer; the woal chemistry and fizzics of it.

While engaged on this elaborate invention, Hoban wrote an introduction to Grimms Tales in which he expounded the ideas that the novel seeks to embody. Thus, domestic unity encompasses human existence. The myths that are in us prove our affinity with the cycle of the collective mind, illustrate the cosmic pattern, the infinite rhythm, of which our destinies are apart. "All of us have been, all of us are, everything".

Unfortunately, when a metaphysician casts his net over the whole of human consciousness, as it was in the beginning, is now and ever shall be, and returns in triumph to share what he has caught, he appears to everyone but himself to be empty handed. The secret is incommunicable; the revelation void. So, in this creation, despite wonderful energy, an intricate structure, poignant characters, and a compelling landscape the message, of survival through renunciation "The onlyes power is no power", cannot escape bathos.

Among the archetypes that haunt this author's imagination is a ravening succubus, the rampant incarnation of female lust, who turns up here as the legendary Aunty, astride a red-eyed rat, de her helpless partners with tween her legs". The au sists that he didn't invent he came into his head, and, we have met her before Fidget Wonkham Strong Captain Najork stories. The whose dreams are happily castrating harpies often up with them in literature I'm bound to say, they lo like a grotesque figment ordered male fantasy th Eternal Truth. Russell Aunty doubtless had her infancy, but she is misplac picture books for children belongs, if anywhere, on site.

People are not particles

Education, Social Structur Development. By Bill Willi Macmillan £12. 0 333 24136 3 0 333 24137 1.

Sociologists should not act as were natural scientists; peo not particles. To (*verstehen* in Max Weber's ology) social behaviour it placed in its specific histor cultural context. Bill Wi provides detailed case-studie relate ideology, economic stances and educational pro Britain, East and West G USSR, Ghana, Tanzania, China. The primary question benefits and who bears the are always in the forefront mind. One might argue wi of his theories and interp but there is no doubt that made the difficult discipline parative sociology seem clear and simple.

Mapping ethclass territory

Jane Miller

Ethnic Families and Children's Achievements. By Kevin Marjoribanks.
Allen and Unwin £9.95.

Professor Marjoribanks has documented his study of what he believes are the determining effects on school achievement of "family learning environments" with answers to an elaborate array of questions put to the parents of more than 800 Australian 11-year-olds. They are somewhat randomly taken from six "ethclasses", or groups defined by both class and ethnic background: middle-class Anglo-Australian, for instance, and working-class Anglo-Australian, Greek, Yugoslav, Southern Italian and English.

It would not be fair to suggest that the study has been undertaken without a sense of the complexities of the territory. The graphs and tables are profuse and careful, though they are difficult to interpret or to set alongside one another. This is the consequence, I think, of two confusions: the first is the absence of a theory about the relation of class to education (and this despite references to the work of writers like Weber, Bernstein and Bourdieu), and the second is the failure to be explicit about how attitudes elicited by questionnaire relate to actual parent behaviour with their children. The questions themselves are often subtle and discriminating, and his "interactionism" model of social negotiations allows for a two-way process between a family's sense of society's demands and constraints on the one hand and the way such family perceptions of individual prospects are constantly modified through time by experience of particular social institutions.

The baseline, so to speak, is a cluster of posited attitudes and values which seem most frequently to accompany high individual school achievement. If they are most often to be found together in middle-class families, they are not always found there and are, together, or in part, to be found in other families as well. So that, for instance, high employment aspirations can accompany both high and low school performance, and so can an insistence on homework or satisfaction with teachers. What might, theoretically, be uncomfortable findings are explained by a notion of a hierarchy of values, with a threshold, below which certain otherwise positive attitudes become ineffective because of the absence of other ones.

It is no surprise, of course, to find that attitudes to English emerge as crucial within this hierarchy, though family support of English is somewhat narrowly characterized by answers to questions like "How particular would you say you are about the way the child speaks English (correct grammar, good vocabulary?)". There are questions, too, about the importance of mother tongue maintenance. The Yugoslav sample, for instance, is picked out for its relative indifference to this issue. It would be hard for teachers to read from this study the way in which, for instance, support by some parents of a form of bilingual education sits or conflicts with their sense of the importance of pressing for English, or broader attitudes to assimilation generally.

The book ends with some proposals of a familiar and acceptable kind, though it is not quite clear how they have been derived from the collected data. Schools are exhorted to improve their relations with parents, to be flexible in their language provision, to make improved English a priority, but also to consider at least transitional forms of bilingual education and, generally, to revamp the curriculum on pluralist lines. Such policies could be realized, for Professor Marjoribanks, according to a view of unequal school achievement which incorporates both a "cultural deprivation" and a "cultural relativism" explanation of its source. Such eclecticism needs its own explanation. The fact that in all six "ethclasses" there are wide diversities in educational expectation and outcome does not mean that teachers can operate usefully with both explanations.

Without a theory about how attitudes and social perceptions develop and relate to experience and behaviour these collections of figures across mainstream and minority groups lose their connexion with any recognizable reality. There are no case studies, so that where a majority is seen to share a particular cluster of attitudes and expectations we are bound to wonder about the sizable minorities who don't. Brian Jackson, in his *Starting School*, concentrates on the family support and preparation of six children from different minority groups, and he does so by giving us a wealth of detail of a kind which carries its own warning against making dangerous generalizations. It would be difficult to generalize from Professor Marjoribank's findings; but they are presented in a way which has allowed him to make some tentative generalizations of his own and which could be taken, damagingly and misleadingly, as an invitation to make ones of our own. The book proposes inequalities in the help families are able to give their children in school. The suggestion is that schools have a duty to compensate for this and to change their ways. Teachers will not find here that texture of the family life of their pupils which might suggest how this might be done.

Paths out of disadvantage

Patrick Eavis

Education for the Inner City. Edited by Michael Marland.
Heinemann £9.50.

Education for the Inner City is a book of contributions to a conference held last year at Cambridge to discuss problems of inner city life which, in Marland's words, have "increased the difficulties of the education of its young people almost to a point when parents, teachers, the public—and possibly the pupils themselves—have come to regard schooling in the real inner city areas as virtually hopeless". Mercifully the tone of the book refutes this gloomy prophecy, and though all contributors are aware of the difficulties, all provide a basis for optimism.

The book attempts to destroy some strongly held myths about inner city life, and David Quinton's chapter certainly upsets a lot of conventional wisdom. He cautions us against seeing a too simple relationship between various disadvantages and the behaviour and development of children. Social disadvantage can be a convenient excuse for school problems when sometimes the blame is with the school. It sounds hard, but other contributors in the book reinforce it. Marten Shipman rightly criticizes the pessimistic environmental determinism of teachers who accept lower standards on the grounds of the pupils' disadvantaged background which then leads to a "downward spiral of expectations".

Michael Rutter's contribution covers ground that will be familiar to all who have read *Fifteen Thousand Hours*. His chapter is a summary of some of the findings of the earlier book. He doesn't argue that school is the most important influence on a child's progress, nor that it can compensate for inequities in society, but that schools matter and that good organization, good teaching standards, and a pleasant school environment lead to better results. So much better that the lowest ability [illegible] "best" school in his research did better than the highest ability band in the "worst" school. Better, that is, in all respects: behaviour attendance, delinquency rate, and academic results. To those of us who have flirted with the de-schoolers it is quite a jolt to be shown so convincingly that schools matter, and that resources, size of school, grouping, pastoral organization and social mix are not the crucial factors that professional pressure has made them out to be.

Throughout this book there are clear indicators of what should be good practice for all schools. Paul Widlake provides us with a checklist for primary schools that would do equally well for secondary schools, Rutter does something similar, and Marten Shipman in the most controversial chapter wants all of us in education to give up our fascination with the frontiers of educational research and practice and be more concerned with being more effective in main stream activities, concentrating on promoting skills which increase a child's mastery of the environment and providing paths out of disadvantage.

Marland's final chapter spells out a strategy for the future against a background of urban population decline. It is full of interesting ideas and challenges. But his whole scheme depends on teacher collaboration which we all agree with and mostly find so difficult. The way forward requires the ending of the private world of the teacher and the relinquishing of some of our autonomy to achieve curriculum coherence, continuity, and, most of all, the support and professional stimulus that are the corollary of working together.

This is not a book exclusively for those working in inner city areas. It should be read by all. The problems of the inner city are great, with many more disturbed children, higher proportions of children with low measured verbal ability and few with high, and more than their share of pupils with personal difficulties arising from intractable social problems. But this book does not convince me that the problems of the inner city are different in [illegible] schools [illegible] contributors [illegible] to city schools.

Mother tongue and her breed

Martyn Wakelin on dialect studies

Dialectology. By J. K. Chambers and Peter Trudgill.
Cambridge University Press £15.00. 21 22401 2. £4.95. 521 29473 8.
The Study of Dialect: An Introduction to Dialectology. By K. M. Petyt.
André Deutsch £8.95. 233 97212 9.

Both of these books offer much-needed expositions of some theoretical bases of modern dialectology, generating amply from, but not purporting to describe, English (and other) dialects. Traditional approaches, exemplified most recently by the Leeds *Survey of English Dialects* (*SED*), were historical and philological in bias, aiming to trace in present-day dialects the modern reflexes of earlier forms, and, after initial skirmishes with definitions of concepts like "language", "dialect", "accent", such books fully consider the older methodology before devoting the greater part of their attention to more recent approaches.

"Structural dialectology" has emphasized that dialects are systems, the relations between whose components should be examined within each dialect and then each system compared with the others; this sort of comparison is embodied in a "diasystem". It is in the construction of this that structuralists seem to have come to grief; no satisfactory method yet appears to have been evolved of presenting an efficient comparison of the "inclusive" and "distribution" of phonemic differences in two or more dialects, let alone dealing with their grammar and lexis.

"Generative dialectology" posits "underlying phonological forms" and rules which convert them into surface forms and thus, ultimately, into their actual pronunciation. Many difficulties arise here; to mention but one, if, as has been suggested in America, the posited "underlying forms are common to all dialects", how do we construct for such dialects forms which will account for the differences between Received Pronunciation and West Yorkshire *night/neet* as well as those between RP and West Yorkshire *fight/fait*? Of course, they can be explained historically, but that approach has been rejected. And the orthodox generativists' notion (not espoused here) that the underlying forms and the rules are not theoretical but actually part of the native speaker's intuitive knowledge of the language, is self-evidently absurd.

"Urban dialectology" aims to determine, by taking a true cross-section of an urban community, with what social classes the speaking of localized varieties is aligned, and to what extent. Using methods elaborated by social scientists, it has produced some striking results (some relating to sound-change), notably by Trudgill himself in Norwich, but also in Belfast, Glasgow, Cannock and Liverpool, and by Petyt in Bradford, Halifax and Huddersfield. This seems to me to be the most legitimate of all the modern approaches, since, although it would be meaningless without preliminary studies of rural areas (the Norwich dialect, for example, "is clearly based on the dialects of Norfolk"), it actually reveals new information and offers fresh insights, while the structuralists and generativists seem simply to be seeking new methods of describing dialects.

One thing worries me: in spite of a tendency to regard the study of traditional vernacular as old fashioned, what can "varieties" in statements like "varieties spoken in the north of England do not have the vowel x", "the phonemic system does not contain x" mean except "traditional varieties *in their 'purest' and oldest forms*"? Without this proviso, such statements are grossly untrue, since there is, of course, large-scale variation nowadays in all dialect speakers—as both books admit. Is not this an account of the "traditional" type which Dr Petyt criticizes traditional dialectologists for giving?

As envisaged here, dialectology emerges as a social science rather than an historical discipline. Dr Petyt seems especially to revere the social scientists when, with a certain degree of "faint praise", he describes the *SED* approach as "a legitimate academic pursuit. . . . While its results are of value to some people, they will be less valuable to a much wider range of social scientists . . .". But then, of course, *SED* cared little for social scientists and more for philologists and historians who are making good use of it. One also recalls that many scholars of the "new" way were often trained by *SED* or were closely associated with it.

Criticisms aside, however, both books are lucid and well written, using a minimum of jargon (Chambers and Trudgill are rather more technical), and may be recommended as useful introductions for serious students of modern dialectology.

A seeker and his find

Peter Cadogan

Writing by Candlelight. By E. P. Thompson.
Merlin Press £7.50 and £2.70.

Is it our dark British secret that we love, fear and lack a guru? 1980 brings us a candidate—E. P. Thompson. At meetings up and down the country he packs them in, the BBC have given him the full *Panorama* treatment and his fellow Britons, who don't read, have just bought his *Protest and Survive* pamphlet in tens of thousands.

Writing by Candlelight is a collection of essays and articles written mostly in the seventies and appearing, fortuitously, at just the right moment.

As recently as last December Edward Thompson wrote: "I doubt whether we can pass our liberties on and I am not even confident that there will be a posterity to enjoy them. I am full of doubt." Today, transformed by the circumstances that have changed since last December, and writing as the new pontifex of peace, he declares: "We must throw whatever resources still exist in human culture across the path of this degenerative logic (of nuclear war)".

Dissecting H. Wilson as "yesterday's mannikin"; identifying himself as "a Marxist (or a Marxist fragment) in the Labour Party"; rounding on other Marxists for their "amateur revolutionary theatricals"; defending the jury system against the assaults of the Left and Right alike; writing with memorial devotion of his father's commitment to Indian freedom; acknowledging graciously "I can feel only humility before the towering courage of Sakharov"; declaring his faith in this country's latent powers "there is still today an enormous reserve of radicalism stored within our culture", he demonstrates a sense of history as poetical as it is scholarly and savage.

E. P. Thompson has been a seeker since 1956. It looks now as though he may have found something.

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Children's literature

The goose is getting fat

Audrey Laski on a roundup of paperbacks

A temporary check in the flow of paperbacks for adolescents gives room to do something like justice to the marvellous flood of picture books pouring out into the Christmas quarter. To start at the very beginning, and with a true delight, there is the perfect book for the prereader: Raymond Briggs's exquisite **The Snowman** (Picture Puffin £1.25), perhaps the most eloquent piece of story-telling in pictures since medieval churches were lined with strip cartoons of the Testaments. Briggs also gives us *Jim and the Beanstalk* (Picture Puffin 80p), with Jim fixing it for a geriatric giant. This should be good for reading aloud, and so should **The Lighthouse Keeper's Lunch** (Ronda and David Armitage, Picture Puffin 80p), with luscious pictures of sea, sky and food, and no fear of words like "ingenious" and "accomplished".

Cats and mice abound in this collection. **If Mice Could Fly** (John Cameron, Sparrow £1.25) is a glorious, Dr Seuss-like set of rhyming fantasies in which the mice always win. In **The Church Mice at Bay** (Graham Oakley, Macmillan £1.50), mice and cat are in alliance against a mouse-hating, trendy curate; there are some delicious pictures here, especially of Sampson, the church cat, looking worried, but many of the jokes seem geared more to adults than children. The same is true of **The Rat Race** (Colin McNaughton, Picture Puffin 80p), as the title suggests, but the story, a Tom Thumb variant, is basically simple and engaging. Other rodents, and their predators, are delightfully illustrated by Rodney Peppé in **Cat and Mouse**, a collection of nursery and folk rhymes (Picture Puffin 80p). But the freshest approach to the illustration of nursery rhymes is found [illegible] modern, multicultural representations of the classic rhymes (edited by Rosemary Stones and Andrew Mann, Picture Puffin 80p), cheerfully set in today's living East End. Picture Puffin have also reissued four splendid little books by Pat Hutchins at 80p each; how to choose between **Rosie's Walk** and **Good-Night Owl?** **Don't Forget the Bacon** is a marvellous joke, and only the prizewinning **The Wind Blew** seems less than perfect to me.

And still there is more. Helen Oxenbury has illustrated Edward Lear's **The Quangle Wangle's Hat** (Picture Puffin 80p) in a sturdy, matter-of-fact style which exactly suits it, while Errol le Cain makes a case of Renaissance jewels out of **Thorn Rose**, the Brothers Grimm's version of The Sleeping Beauty (Picture Puffin 80p). Rosemary Wells has produced an excellent stocking-filler for the youngest sibling in **Morris's Disappearing Bag** (Picture Puffin 80p); Morris deploys his mysterious present very wisely to establish his position. Quentin Blake brings his magical line to a slight but sufficient romantic tale set in Italy, **Angelo** (Picture Puffin 80p). From Italy, too, via Macmillan, comes a book which must be mentioned, though it belongs on the junior school library shelf rather than at home: a massive paperback of the 1925 edition of C. Collodi's **Pinocchio** with the illustrations of Attilo Mussino (translated by Carol della Chiesa £5.95). I have always disliked this morbid and moralistic tale, but the *illustrations*, some of them *double spreads without words*, are certainly remarkable.

Pinocchio preaches filial affection; writers today hope to engender more universal warmth. In Harry Secombe's first children's story, **Katy and the Nurgla** (illustrated by Priscilla Lamont, Young Puffin 65p), the young heroine's unselfconscious friendliness saves a monster from outer space: a touching and funny tale, good for beginning readers. Slightly more advanced is **The Dragon's Sister and Timothy Travels** (Margaret Storey, illustrated by Charles W. Stewart, Faber Fanfares £1.15), a pair of tales about Timothy, Ellen and the good witch Melinda. This series started rather inertly but has become much more genuinely imaginative.

The Nine Lives of Island Mackenzie (Ursula Moray Williams, Carousel 65p.) is more fanciful, sporting with such cliches as spinsters and cannibals, but Ardizonne's illustrations lift it beyond its own range. Cats again: **The Midnight Kittens** (Sparrow 80p) could be a sad disappointment to children who, seeing it is by Dodie Smith, expect another *101 Dalmatians*; though there are two children in it, and the kittens, this is really a grown-up's book, and its best use will be as a Christmas present for good [illegible] who will love it. Also in good time for Christmas is a nativity play by Charles Causley, **The Gift of a Lamb** (*illustrated by* Shirley Felts, Puffin 80p). It has music by Vera Gray, but the vital music is that which seems to come to Causley "as naturally as leaves to the tree". My one reservation concerns the unexpected linguistic moral judgement which gives Thieving Jack a coarse accent while the other shepherds speak pure Received English.

There are a number of boys about trying to do a man's job: Roy Brown's **Chips** (Undercover Boy, illustrated by Pauline Carr, Granada Dragon 75p) wants to emulate his policeman father but has problems with his small size and his recalcitrant dog; **Little Ed** (Tom Tully, illustrated by Lesley Smith, Beaver 75p) has a similarly determined lad trying to get a scoop to keep his school magazine going. It is unfortunate that Ms Tully chose a title which may, through the use of that fatal word "little", repel the top juniors and first-year secondary readers who would much enjoy Ed's chaotic but ultimately triumphal course. Either of these two heroes is to be preferred to Jim Slater's Superboy, Goldenrod, now making a second appearance (**Goldenrod and the Kidnappers**, illustrated by Christopher Chamberlain, Puffin 80p); any youngster wanting to read about the outwitting of racecourse villains would do very much better borrowing a parental Dick Francis.

For youngsters who themselves *want to embark on activities in a well-prepared way*, there is an increasing supply of good handbooks. I have grave reservations about **A Ghost Hunter's Handbook** (Peter Underwood, Sparrow 85p). If children are going to go ghost-hunting anyway, it is perhaps as well that they should have the sensible advice in here about organizing the hunt; but if it encourages people to embark on this activity who could have been doing something else with their time, I deplore it. Mushroom hunting would be one good alternative; it has its dangers but **The Spotter's Guide to Mushrooms and Other Fungi** (Richard Clarke, illustrated by Joyce Bee and Andy Mann, Usborne Pocketbooks 99p) not only unmistakably identifies the deadly fungi but also recommends the spotter not to eat any wild mushrooms without expert advice: a pity, really, since so many superb edible fungi are not confusable with the inedible, but a responsible approach. This whole series of Spotters' Guides is excellent value, with exactly the right balance of illustration and text. Usborne's have also produced a neat **Pocket Atlas of the World** (compiled Jenny Tyler and Lynn Bresler 99p) full of the kind of facts with which the young can stun their bemused geography teachers, and with highly informative maps. For graffiti spotters, the **Jellybone Graffiti Book** (edited by Therese Birch, illustrated by John Miller, Sparrow 85p), compiled from the LBC radio programme, is a necessary base, with most of the classics and a few which should become so—"lower the age of adolescence—now!"

For those who have entered the age of adolescence, one novel, another in Antonia Forest's admirable Marlow family series: (**The Ready-Made Family**, Faber Fanfares £1.25). The Marlows are growing up, and Karen suddenly quits Oxford to marry a widower with children of his own. The appalling embarrassments, and some of the deeper problems, of this situation are handled with Antonia Forest's usual tact and humour, and the mini-melodramas which lead to some sort of temporary resolution can be forgiven for the sake of the surrounding pleasures.

Detectives or storytellers?

Tom Corfe on local history

By Rocket to Rainhill. Edited by I. S. Pratt.
Walkden High School, Worsley £2.40.

The Durham Coalfield: Part 1: The "sea-cole" age. By Don Wilcock.
Durham County Council £1.20.
0903268 11 6.

Trafford Park, 1896-1939. Compiled by David Russell and George Walker.
Manchester Polytechnic £1.00.
9506905 0 3.

In and Out of the Workhouse: the Coming of the New Poor Law to Cambridgeshire and Huntingdonshire. By Graeme White and others.
EARO for WEA £1.60. 904463 55 9.

Detectives or story-tellers? Like the professionals, amateur historians (and all these books are either by amateurs or for them) embrace both approaches; and they have just as much difficulty getting the balance right.

Ian Pratt is a story-teller. Doubtless he enthrals many a class by re-telling Samuel Smiles, and enthusiasm inspires this presentation for a wider audience in glossy large format. The prose is dashing and the pictures impressive. How the Railway Revolution began is explained very largely in terms of one hero, Stephenson, and one achievement, the Liverpool and Manchester.

The story of Durham coal is equally heroic but infinitely more complex. Medieval grants and leases, mountainous statistics, technological tangles of steam and iron, hard-fisted coalowners, toiling pitmen and awestruck outsiders; disasters, waggonways, bonds, hostmen. . . . Don Wilcock, fascinated by the pic on his doorstep, plunged into all of them and touches on many another theme. His is a valuable compendium, yet so wide is the subject that neither coherent narrative nor purposeful detection can be expected.

David Russell and George Walker leave others to tell their tale of an ugly industrial suburb called into being by the Manchester Ship Canal and now fast vanishing. This is a scissors-and-tape story, anthologising memories and photographs, evoking a past where dreary gridiron streets, busy factories, smelly kitchens and scruffy schoolyards all pulsated with real, live people. No quantities, statistics, dimensions: just the older folk of Trafford Park vividly reliving their past.

The last two books have each a clearly defined and very limited purpose. Each sheds vast and valuable light all around its narrow theme. *In and Out of the Workhouse* examines how provision was made for poor folk in a little bit of Eastern England in the years just after 1834. Amateurs, a WEA group, have worked under firm and purposeful direction. "How cruel was the Victorian Poor Law?" they ask, as others have before. In seeking and presenting their answer, judiciously and clearly, they treat us to a neat cross-section of early Victorian society taking on its communal responsibilities. Here are commissioners and guardians, doctors and relieving officers, workhouse builders and workhouse administrators, paupers and agitators, in a model study.

Spitting satire

David Wright

I have No Gun But I Can Spit. An anthology of satirical and abusive verse selected by Kenneth Baker.
Methuen £5.95.

The Oxford Book of Satirical Verse. Chosen by Geoffrey Grigson.
Oxford University Press £8.50.

Two anthologies of satiric verse published within a month of each other ought to be significant of something more than the short arm of coincidence; but I doubt it. One seems the work of an enthusiast who sold his publisher the idea; the other of a pro who got offered the job. Each has produced an entertaining compilation reflecting the different approach. It is odd how they do not overlap—there are surprisingly few pieces in common—yet both, taken together, do not quite provide a completely representative survey of the satiric vein in English poetry. To begin with, you will not find Chaucer or Langland in either; nor, to end with, Eliot or Joyce. Speaking of the latter, why is the Irish contribution to contemporary satire so overlooked? Where is Joyce's mordant "Gas from a Burner", for example, or Patrick Kavanagh's "House Party to Celebrate the Destruction of the Roman Catholic Church in Ireland", George Barker's "Ode on a Distant Prospect of Downing College"? Even Yeats, omitted from the Oxford anthology, is scarcely given a look in by the Methuen editor.

The latter—Kenneth Baker, MP—has printed nothing earlier than Dryden (rightly the reigning prince of both anthologies). For all that his is the more adventurous and entertaining selection, packed with surprises: e g Anthony Hecht's ironically contemporary adaptation of Horace's "Quis multa gracilis"; Orwell's dedication to *Keep the Aspidistra Flying*: "Though I speak with the tongues of men and of angels and have not money..." (the Oxford book also has a prose-poem, Arbuthnot's scathing epitaph on Colonel Chartres); the late Brian Higgins's rowdily vivid "The North"—a poem which ost its author the Poetry Book Sc Choice because the Arts C feared being involved in a Among the moderns Mr B casts a wider net than Mr Gri taking in such fish as H MacDiarmid, Bunting, Sisson, Ginsberg, which escape the Ox mesh; and doing rather better Plomer, Betjeman, Stevie Smi Adrian Mitchell.

But at twice the leng Oxford anthology is natural more solid offering. It begin a bang: John Skelton, the mous "London Lickpenny" elsewhere that great satirist, is remarkably poorly repres und "How the first Hielande God was made of Ane Horse T (two overworked subjects of here are Scotchmen and falters with Ben Jonson; with Donne, Marvell, and C explodes with Dryden, Roc and Oldham; bogs down much Defoe; takes wi Jonathan Swift and his fri real discovery) John Win deals with Pope as you expect, and better with Richard Savage, Soame Jeny William Whitehead; does no Robert Lloyd, lively comm boring Charles Churchill; Crabbe and Burns to advan not William Blake; shows Moore to have a sharper him than you would hate but cuts Byron's "Vision of ment", one of the best satires in the language, room for all of the "Beppo"; scores with fine rage, and with the Macaulay, Praed, Thacker particular), Clough and Butler (Mr Grigson is at with the nineteenth betrays no decline with Chesterton, Wyndham Lewis, cummings, Edgell Rickword, Campbell, Auden; but fizz alas, with people like Clive whose wit catches fire in pr is altogether put out in ver Grigson anthology is good to about 1930; after that Baker's takes over.

Paperbacks

Perspectives on a taboo

Judith Trowell

The Politics of Mental Handicap. By Joanna Ryan with Frank Thomas.
Penguin £1.75.

Parents and Mentally Handicapped Children. By Charles Hannam.
Penguin £1.50.

Human Behaviour in Illness: Psychology and Interpersonal Relationships. By Lynn Gillis.
Faber £2.95.

A Dictionary of Mental Health. By Richard B. Fisher.
Granada £1.95.

Mental handicap remains a taboo subject that it is more comfortable to ignore than to face. In *The Politics of Mental Handicap* we are unable to avoid the issues. It is a well-written, thought-provoking, stimulating book; the contribution by Frank Thomas is vivid and evocative. Those with no experience of long-stay wards will be disturbed; for those of us who have, it is depressingly familiar.

Joanna Ryan gives an historical perspective and then points to recent changes in attitudes such as the hope produced by behaviour therapy, the realization that any human being of whatever level is capable of at least some learning and that "normalization" has led to changes in the environment and life style. The final chapter is a rousing attack on the medical and nursing profession for imposing and rigidly perpetuating the medical model view on the whole area of mental handicap.

Ms Ryan then looks with sensitivity at the emotional needs of the staff, of whatever discipline, if they are to work in a way we would all hope to see. She ends by advocating a flexible system of small group living but only in the context of the whole of society accepting our present arrangements as an indictment of inhuman values, acknowledging the more vulnerable parts of ourselves and finding our own humanity.

Parents and Mentally Handicapped Children is an accou the father of a mongol son of own family's difficulties, exp by interviews with seven where there was a mentally capped child. It is an honest straightforward book, but the cerpts from the interview scripts by the end leave one fragmented and confused. It have been better if the author digested the interviews himself though the excerpts do add ticity. The best feature of the is the list of comments and mendations at the end of each ter: concise, vivid and to the they could be very usefully lated to anyone involved in with the mentally handicapped their families.

Human Behaviour in Illness reissue of a book first published 1962 for student nurses, subject matter, a psycho approach to human psychology interpersonal relations, was to all students in the caring fessions as they learnt to deal emotional problems encountered their daily work and the effects themselves. It is an easy read, with subjects for discussion the end of the chapters which provoke interesting and teaching.

If by this time the reader flounderring in technical terms *Dictionary of Mental Health* hand to help. Good, clear defin are provided in an area where ness is notorious. The author clares his bias towards physical function in the brain as the of mental disease. In the analysis this must be true, but are not yet near that level of ledge, and he could have little more generous in the given to the contribution the psychodynamic approach.

Sandwiches for signals

Geoffrey Trease

Victorian High Society. By Stella Margetson.
Batsford £12.95. 7134 1218 6.
The Reign of Chivalry. By Richard Barber.
David and Charles £7.95.
7153 7740 X.
The Savage Trade. By Neil Grant.
Kestrel £4.50. 7226 5489 8.

The current interest in visiting stately homes, coupled with the immense popularity of television serials about the less virtuous Victorians, should guarantee a warm welcome for Miss Margetson's copiously illustrated volume.

Starting appropriately with "Society and the Court", she emphasises how little some of the old nobility were impressed by the example of their young queen and her strait-laced consort, a foreigner who unforgivably preferred botany to fox-hunting and suggested that cricketers, when fielding, should jump up and down for healthy exercise, instead of waiting for the ball to come their way. Then, as the reign continued, by the 1870s "birth and breeding no longer counted as the first element in Society; money became the means of entering the magic circle". The established aristocracy was diluted by the plutocratic parvenus. The splendours of Hatfield and Blenheim found new rivals in the opulence of pretentious piles such as Meyer Rothschild's Mentmore Towers. The Prince of Wales's Marlborough House set displaced the Court as arbiters of fashion.

Miss Margetson presents her material in clear and orderly arrangement. She takes us successively through country house and town house life, the London season, dinner parties, sport and recreation. She devotes separate chapters—fittingly, since for much of the time their lives were so strictly *separated*—on the gentlemen, the *ladies*, the young people, and the servants.

The ladies and gentlemen, of course, found ways of getting together, not least in the great country mansions for the Saturday-to-Monday house parties. "It was vulgar," she says, "to talk of weekends." A plate of sandwiches outside a lady's bedroom door was the accepted signal to some one that her general "good night", when she took up her silver candle-stick, had not been meant for him. One of Miss Margetson's many excellent stories concerns the German diplomat who, feeling peckish as he passed along a Chatsworth corridor at bedtime, and being unaware of the British convention, removed the sandwiches to the great frustration of two fellow-guests. The author has combed the memoirs of the period for quotations and characters to enliven her survey. One could wish that the proofs had been read as carefully as the sources. So urbane and informative a book should not jolt the reader with such slips as "shooting-breaks" and "a full compliment of servants".

The notion of chivalry fascinated the Victorians, from the fiasco of the Eglinton Tournament to the success of *Idylls of the King*, selling 10,000 copies in its first week. Mr Barber has specialized in this field, winning the Somerset Maugham award with *The Knight and Chivalry* and writing several other works on Arthurian and allied subjects. His new book opens in a matter-of-fact tone that would have pained the Victorians. Tracing the evolution of chivalry from about the year 1000, he emphasizes the prosaic financial factor that separated "the fully fledged knight" from the other ranks. "Equipment was immensely expensive". So were the warhorses. Hence the glee with which victorious paladins pounced on the possessions of the vanquished. Turning to tournaments, he describes how outstanding performers, such as William Marshall in his penurious youth, toured these events like today's golf champions at great personal profit.

Not that the romantic literary aspects are ignored. Roland, the Cid, the Grail, are all dealt with, together with much that it less familiar. We have Marcabru as well as Malory, and many another little-known troubadour and *minnesinger*. Not all write with Tennysonian solemnity. Der von Kurenberc has a refreshing scrap of dialogue:

> "Late last night I stood
> before your bed,
> and I did not dare
> to wake you, lady."
> "May God hate you
> for this for ever!
> After all, I wasn't a wild boar",
> the lady said.

The sandwich, alas, had not been invented.

This book is beautifully illustrated, often in rich colour, and one is left wondering why the exquisite, sly, sophisticated draughtsmanship of some medieval artists is not more often commented upon. Mr Barber's scholarship is unquestionable, but it is odd to find no bibliography, and to be referred to one in an earlier book of his, which may not be ready to hand.

Mr Grant's grim volume reminds us that all such highly developed societies have rested upon cheap labour. Primarily a history of "the African trade", his book's epilogue traces the wider theme from Greek slavery to Tsarist serfdom. Here, in contemporary illustrations, the young reader can see the thumbscrews and branding irons, the scenes of mutiny and punishment, the auction bills, and the all-too-literal "lay-out" of the human cargo transported across the Atlantic in their floating coffins. The damning facts are well researched, selected and retold in an exciting manner, full of incident, character and curious, not always gruesome, information.

Rumours of war

History Eye-witnesses: Soldiers. By Michael Blanch.
Hamlyn £2.50. 600 38274 5.
The Armed Forces of the United Kingdom. Edited by Chris Chant.
David and Charles £4.95. 7153 8024 9.

In *History Eye-witnesses*, Dr Blanch, who was Keeper of Education at the National Army Museum, writes terse and lively accounts of what life was like for 15 ordinary soldiers. These range in time from an Egyptian at Meggido in 1469 BC, to a Russian in Eastern Europe today and include chapters on Roman, Viking, French, British, American and German soldiers and those of five other nations, and their several battles. Food, pay, recreation and medical provisions are compared.

The author notes the changes in medical science through history. In all wars up to the First World War "the number of men who died from sickness always exceeded the number dying from wounds by three to one or more". Though the field of Agincourt claimed only 100 English killed, dysentery accounted for 2,000 dead and invalided in the first two months after leaving Southampton. Other gross discomforts and sufferings endemic to soldiering are honestly reported and preserve the book from any charge of the glamorization of war. Battles, uniforms and weapons are illustrated in colour and monochrome, and there are clear maps and an index.

The Armed Forces of the United Kingdom, dissimilar in purpose and presentation, is in three sections. The first describes the organization and equipment of the Army and has technical specifications of armoured vehicles and other weapons. The second section similarly details Royal Navy vessels and other equipment, and the third Royal Air Force aircraft and missiles, again with appropriate technical information. Most items are illustrated by photographs and some by profile line-drawings and the volume is indexed.

Frank Finch

Through a spy glass

The Early Hanoverian Age 1714-1760, Commentaries of an Era. By A. F. Scott.
Croom Helm £7.95. 7099 0145 3.

This condensation of A. F. Scott's previous source book, *The Georgian Age*, benefits from better quality paper and additional illustrations. Using a varied range of documents, it is a spy glass into the eighteenth century, but the image shifts and distorts, outlining the prominent and well-to-do sharply, but focusing only sporadically elsewhere.

Conditions seem variable on the eve of the industrial take-off: "There was not in all the eastern and middle part of Norfolk any hand unemployed, if they would work", notes the indefatigable tourer, Defoe, though *The Times* warns against raising wages, for "where less wages are given, "we shall find the people more happy and contented". Meanwhile in London the poverty is such, according to Fielding, that "the wonder is that we have not a thousand more robbers than we have".

More questions are raised here than answered, but in conjunction with a clear social history book these documents could be enlightening.

Jessica Saraga

Behind the mask

David Self

Drama Without Script. By Susan M. Stanley.
Hodder and Stoughton £3.45. 340 3768 6.

Mime. By Kay Hamblin.
utterworth Press £5.95. 7188 2461

Exploring Mime. By Mark Stolzenberg.
Oak Tree Press £4.50. 7061 2654 8.
The Shadow Puppet Book. By Janet Lynch-Watson.
Oak Tree Press £3.95. 7061 2665 3.

Normally what goes on in school reflects the fashions of the outside world. Just occasionally an educational innovation proves so popular or sensible that the trend is reversed and what began as a classroom activity spreads outwards.

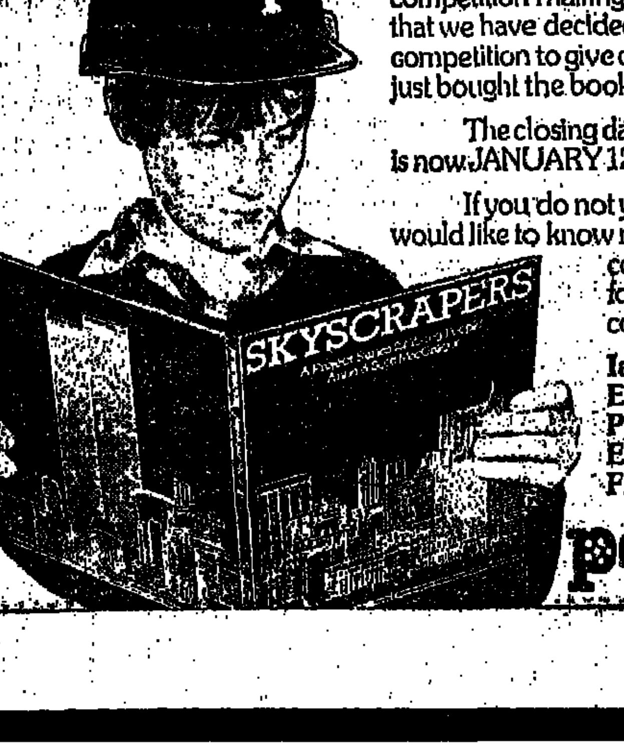
These four books reflect different aspects of educational or creative drama and make them accessible to a wider public. Susan Stanley in particular writes for leaders and teachers of drama workshop groups and her *Drama Without Script* will help many a youth club leader and leisure club organizer to devise creative and constructive leisure-time drama sessions. She begins by offering words of encouragement to the untrained leader but quickly goes on to emphasize the need for proper planning. There is a helpful chapter outlining a number of popular, not to say well-known, warm-up activities which concludes with a couple of very valuable pages on evaluation. Miss Stanley rightly emphasizes the need for participants to evaluate their own work from the earliest stages and she points out that the group leader must not only praise and encourage good work but comment on weak or non-committed drama: "If I feel that a person is not doing his best ... then I articulate my dissatisfaction formidably". In subsequent chapters, there is a survey of the various available starting points for extended drama projects (stories, poems and themes, etc.); a chapter on equipment and costumes, masks and properties; and also a very practical chapter on preparing improvised work for an audience.

Drama Without Script will be of most use "out of school"; it is not, for example, particularly concerned with relating drama to a curriculum, but it will be of help to non-specialist teachers and especially to those working at the top end of primary schools who are concerned that drama should be more than movement.

Pure movement is catered for in two lavishly illustrated large format books on mime. Both are American imports and both encourage a refreshingly creative approach to what is often a repetitive and unimaginative branch of drama. Even so, many of the old favourite exercises are here: robots, slow-motion fights and, inevitably, pushing over an imaginary wall.

Provided you are not put off by the dedication ("To Basil, Colin and Seth and our fantasy life") and the introduction ("Would you like to fly? Would you like to be two people? Would you like to own a magic lamp? You can. There's a mime inside you, and with mime, anything is possible . . ."), Kay Hamblin's is much the better book. It contains far more ideas and the models have not got hairy arms. To enjoy Mark Stolzenberg's *Exploring Mime*, you must like white-faced loons in vests and girls (who should not) wearing striped leotards.

Uniform with *Exploring Mime* is *The Shadow Puppet Book*, an excellent book which actually makes you want to set up a screen and experiment with some of the suggested shadow puppets. As the book is within the scope of readers aged nine and over, it deserves a place in many a library: it will motivate many an hour of happy, creative play, both in school and out.



★★★STOP PRESS★★★
BUILD A SKYSCRAPER COMPETITION
NEW CLOSING DATE JAN.12TH.1981

In September, E. J. Arnold launched their new children's imprint, Pepper Press. As part of the launch, a major competition was organised based on one of the new Pepper Press titles, "Skyscrapers–A Project Series for Young People." The fantastic first prize is a week in New York.

The response from schools following our competition mailing in September has been so great that we have decided to extend the duration of the competition to give children in schools which have only just bought the book more time to enter.

The closing date, originally set for Nov. 15th 1980, is now JANUARY 12th 1981.

If you do not yet have a copy of the book but would like to know more about the competition, contact your local bookseller or write for an approval copy and competition details to:

Ian Morgan,
Education Sales Manager,
Pepper Press,
E. J. Arnold & Son Ltd.,
FREEPOST Leeds LS10 3TS.

pepper press

Progress on many fronts

The Department of Industry has just announced the results of its microcomputer competition; the Department of Education will soon tell us how it has spent its first million and the BBC is launching a massive 'computer literacy' project. Carolyn O'Grady looks at the one area where money is almost freely available: microelectronics

"Computers are what we need not advice". These were the words of a young head of chemistry last week. The occasion was the presentation of microcomputers and related equipment by Sir Keith Joseph to six secondary schools who had come top in the Department of Industry's schools competition. The competition was designed as a spur to the department of education's stubbornly immobile £9m Microelectronics in Education programme, the objectives of which the young chemistry teacher found it difficult to sympathize with.

An impressive amount of equipment was given away by the DoI to those schools who had most convincingly and imaginatively explained they wanted a computer. Many of the schools had no computers previously; four 16 year old girls from Collingwood County Secondary School, Camberley, Surrey, admitted that they had never seen a computer before entering the competition and had done all their background work at a local exhibition of microcomputers. But they still managed to produce an extremely well thought out plan for the use of a microcomputer in careers guidance.

The competition revealed an abundance of enthusiasm and ideas, often married to heartening realism; a group of 15 and 16 year olds from Thomas Alleyne's High School, Uttoxeter, for example, had mapped out a five year plan for introducing [illegible] design and technology department. Most of them would obviously not see its completion in the school.

Often it was the pupils who had made all the running after discovering that teachers felt at best diffident about and at worse destructive towards computers.

So the girls of Collingwood and five other schools, along with over 100 others which were given lesser prizes, are now the proud and deserving owners of a microcomputer. But is enthusiasm, ideas and equipment, as the young chemistry teacher suggests, all they need? It depends on the location of the school, but in some areas their problems may have only just begun. As the French, who were planning to place a microcomputer in every secondary school, are beginning to realize the machinery is indispensable, but without good software, maintenance, knowledgeable and enthusiastic teachers, changes in the curriculum and information, or at least some of these, the equipment is useless.

Some pundits in fact argue that the equipment is already being taken care of and that it is on these aspects alone that we must concentrate. The microcomputer is fast taking over from the video-recorder as the standard PTA gift, and American microcomputer companies in particular seem anxious to give away their products as prizes or just straight presents. But the proposition is doubtful. Speaking at a British Educational Equipment Association meeting recently, Mr A. Clements, Director of Computing at King Edward's Five Ways Grammar School, Birmingham, and a member of the Advisory Committee of the Microelectronics in Education programme, likened teaching computing with only one microcomputer to teaching typewriting with only one typewriter.

This is clearly an ideal, and a lot can be done with only one microcomputer in a school, but with a recent Council for Educational Technology survey suggesting that only about one-fifth of secondary schools in the maintained sector have one or more microcomputers, there is still a lot of room for initiatives involving equipment.

There is also the question of which machine. Many of the microcomputers now on the market, especially some of the American versions, are not designed for schools and certainly not for British schools. They are not useless but many schools may find themselves severely restricted by their choice of machines in a few years time.

The DES's Microelectronics in Education project explicitly ignores equipment in favour of curriculum and software development and in-service training. The department's tardiness in beginning the allocation of its £9 million budget has caused deep anger and frustration, but even without its director—Mr Richard Fothergill takes up his position next month—decisions on how to spend the first million; this year's allocation, have already had to be made.

Most of the money has been given to in-service training: the committee feeling that without knowledgeable and enthusiastic teachers microcomputers will never be accepted. Sums have also been allocated towards the groundwork for software development. MUSE Ltd (previously Microcomputer Users in Secondary Education, but now the teachers' organization for computer users in *all* schools) has been given £30,000 towards setting up an information centre in Birmingham which will open in January, and Hertfordshire have received a grant to undertake a survey of l.e.a. software. MUSE Ltd is also doing work into software transferability.

Provision of appropriate software is probably one of the most daunting tasks facing schools which acquire a microcomputer. Software can be written in the schools or can be bought in the form of "packages", which is by far the easier course. However, though there are plenty of packages on the market, many are American in origin and not suitable for British schools. Mr Clements estimates that at present there are about 100 useful microcomputer programs available nationally. Of these about half come from the highly praised Schools Council Computers across the Curriculum project.

On top of this there are hundreds of teachers throughout the United Kingdom devotedly writing computer programs for their schools. The attitude of the Microelectronics in Education project to this activity is ambivalent. While acknowledging that in the absence of alternative programs in many areas of the curriculum, teachers can usefully provide their own which can be tailor-made to the needs of their school, there is much talk of duplication, re-inventing the wheel and obsessive program-writing with detrimental effects on teaching.

Duncan Sledge in *Microcomputers in Education*, a CET publication, points out that it took roughly 25 people five years to complete 52 programs for the Schools Council project. "Assuming that all concerned were enthusiastic about the task", he says, "the reader can draw his own conclusions about the time-scale of software development". It is clearly in everybody's interest that good programs are made freely available as they are written.

The DES's initiative may be relatively well-funded, but it is evidently not moving at speed and its effects may take a long time to seep through to individual schools. The multi-faceted nature of introducing microelectronics into education makes it alarmingly probable that many schools and pupils will founder for lack of support in one area or another. Provision is patchy. Certain l.e.a.s—Hertfordshire, Birmingham and the ILEA are instanced—are extremely advanced with centralized maintenance arrangements, software and curriculum development programmes. Others haven't even begun.

There is fortunately another project still very much in its infancy which could quite soon offer help to schools. This is the BBC's computer literacy project, a scheme planned to start next year which is aimed at viewers in the home, colleges, schools and industry. The objective is to teach about computers and computing (including programming) at many levels. A computer and transferable software tailored to the needs of the series may be available for students.

The project will be on the lines of the successful *On the Move* series which aims to help adults with reading and writing. Broadcasting will be a small but important component of a project which may involve links with publishers of books, materials, software, videotext producers, agencies in the field and even a computer manufacturer.

The BBC is still negotiating with organizations who may want to be involved, and is therefore reluctant to give details of the project at this stage. It seems likely that the project will in the main be aimed at students in the home, but, depending on how it is structured, teachers may well find in it the sort of accessible support material they need. If they don't then parents almost certainly will.

Orchestrated information

The Music Education Centre at Reading University will soon provide nursery teachers and music teachers in secondary schools with an annotated bibliography of music appropriate to their pupils' age groups and similar to that already available for primary schools. The list covers all suitable music, apart from scores for solo instruments, sheet music and pieces on G.C.E. examinations syllabi. "To include those really would be opening the floodgates," says Dr Anthony Kemp, director of the centre. "We are catering for ordinary music teaching rather than for examinations, although it might be possible to do something about those later."

Use of the annotated bibliography can cut research time considerably, since the pieces are classified by type, age group and special interests, information that music publishers rarely include in their catalogues. The work is being carried out by Mr Clive Walkley, who compiled the bibliography of primary school music, with the help of a part-time librarian and volunteers from local secondary schools. It should be finished by the end of the year.

Visitors to the Music Education Centre will now find everything conveniently assembled in one building, its rooms stacked with cross-indexed and readily accessible box files containing all the music listed. There is a room apiece for the primary and secondary categories, each equipped with a piano for visitors to try out pieces for themselves. Associated with the secondary school collection is a set of a dozen tape/slide programmes and background material explaining the University of York/Schools Council project *Music in the Secondary School Curriculum*, which the centre is now responsible for promulgating.

The centre also has a range of books, journals and music tests which are of interest to anyone researching music education. For teachers who want to buy new instruments it has an assortment of guitars, percussion instruments (including a full drum kit), recorders, chime bars, tambourines and other instruments outside the orchestral range so that visitors can compare quality between manufacturers. There is also a synthesiser.

Elsewhere visitors can look at kits and listen to tapes used in conjunction with the University of Reading Schools Council project *Music Education for Young Children*, published by E. J. Arnold of Leeds.

A new development of which Dr Kemp is particularly proud is the cooperative scheme he has set up with five local authority music advisers—Bill Davies of Wiltshire, Hamish Preston of Berkshire, Martin Sheldon of Oxfordshire, Paul Smith of Buckinghamshire and Dennis Wickens of Hampshire. They have between them established what he believes to be the country's first coordinated regional in-service training scheme for music teachers.

This scheme involves some 3,000 institutions (schools and colleges) and entails some pooling of resources; it has the advantage of providing courses that few counties would find viable if they had to run them alone. Thus it is that the current programme deals with such matters as the new techniques for *teaching music to pupils of varying* abilities in one classroom; early music; the relationship of the "blues" to modern jazz and popular music, and aspects of composing.

That calls, he said, for much greater spontaneity from the teacher. Not surprisingly, some music teachers find that prospect off-putting, or even frightening; and it is the aim of the Music Education Centre's team to help them to overcome that prospect and to diversify.

For users of the original bibliography, *Music Material for the Primary School*, Mr Walkley has produced a supplement, bringing the work up to date; there are (a sign of the times) a great many deletions. It costs £1.20 (plus 40p for postage and packing) and it may be obtained from the Music Education Centre, University of Reading School of Education, London Road, Reading Berkshire.

Owen Surridge

Cloudy view

Satellite weather pictures have done great things for the viewing figures of television weather forecasts—they make so much more sense than all those oddly disconnected symbols, pimpling the British Isles with half-hidden suns.

Now the Royal Meteorological Society has produced a teaching pack to help O level meteorology and A level geography students understand how such pictures are interpreted.

Two satellite photographs of northern Europe and the Atlantic, taken on successive days in October last year, are the basis of the pack. They are analysed by means of infrared images, surface charts and radiosonde ascents which give vertical weather profiles. There is information about the satellite, TIROS-N, which was launched from California in 1978, and a set of 11 suggested class problems.

The society is modest about its educational efforts, and welcomes suggestions for improvements. The pack can be obtained from the *Executive Secretary, Royal Meteorological Society, James Glaisher House, Grenville Place, Bracknell, Berkshire, RG12 1BX*, price £1 each plus 30p postage.

Among the publications distributed by the Campaign Against Arms Trade (CAAT) are books, leaflets, a slide/tape presentation, and games. "Arming the World", the slide/tape, runs for 28 minutes and is described as "an informative introduction to many of the issues connected with the arms trade, including the effects on purchasing countries". Said to be suitable for fourth forms upwards, it costs £3.50 for a week's hiring, plus 75p postage.

The CAAT also have a role-play game, "Choices", which is intended for use by between 15 and 30 players. It cost £1.50.
CAAT, 5 Caledonian Road, London N1 9DX.

Living diploma

The National Diploma for tional Technology which is offered centrally by the Committee for Audio Visual Education is alive and well mouth and London. Plymouth technic and South Thames in association with the Centre Learning Resources are courses this week.

The diploma is the only accepted, post-experience tion of its kind available part-time study. Both teachers trainers are eligible.
Further information: The for Educational Technology United Kingdom, 3 Street, London W1N 2BA.

Eating habits

Three new items from Information Council are suitable for use in home and some science classes.

They are a booklet, "The of Eating", something apologia for saturated fats of recipe cards under the title "Creative Cooking for Special Occasions", chart, "Harnessing Energy for Food", illustrating energy chain.
Further information from the Information Council, The House, 2 Neville Street, Wells, Kent TN2 5TT.

The Countryside Commission published a poster which they will promote greater understanding enjoyment of and care for countryside. The poster the work of the commission illustrations of national parks, tage coasts and informal areas. The poster is free. *This and other literature commission's work is available their national headquarters, Dower House, Crescent Cheltenham, Glos. GL50 3RA.*

HOME ECONOMICS & HEALTH EDUCATION

More than just learning to cook, this pupil at Islington Green School is involved in the mathematical processes of calculation of quantity, weight and volume.

Health education—will it damage the curriculum? 28 • Schools Council: Home Economics in the Middle Years. The DIY approach 29 • Catering for boys 30 • A Health education department at work 30 • Nutrition and science: an in-service course 31 • Consumer education 32 • Developments in the Schools Council Health Education 13-18 Project 33 • How some schools are tackling health education 34 • The history and philosophy of home economics 34 •

A POSITIVE CHALLENGE

Contributed by the Association of Teachers of Domestic Science

he eighties—a decade of promise, allenge and positive change when, senior pupils, home economics comes an essential element of the rriculum and ceases to be an ption". As the focus of the rriculum, home economics would a unique subject presenting to pils an awareness of a number subject areas as a coherent and levant whole.

In spite of the grim outlook alded by falling rolls, staff dundancies, the effects of the susion surrounding the core curriculum, the reduction in the provi of resources, and the changing cial standards resulting from a vised school meals policy, those sponsible for the organization of curriculum will be looking to ss existing resources and to ourage their development.

At a time when many areas of ucation are in decline home econics is prepared and equipped take a positive lead. It is a subject which prepares pupils for life life outside the educational stem, offering a multidisciplinary proach which enables the pupil develop the capability of establishing and maintaining stable mily relationships, to use sources to the full, showing ncern for others, to possess a gree of competence to adapt to demands of an ever-changing vironment.

Home economics is concerned th the use of resources for the velopment of the well-being of community. It is a subject which able to make a significant ntribution towards linguistic, thetic and creative, moral, social physical development. Through medium of home economics ils may enrich their experience language—both verbal and writ spheres—and enhance their comication skills by discussion at levels of study and discovery, cooperation in planning, experimental and practical work with the detailed recording and appraisal of results. It is also of particular value to pupils with language difficulties and for those for whom English is not their mother tongue, for the vocabulary used is relevant to everyday activities.

A craft subject yes—but one concerned also with the formulation and solution of problems of designing, planning and carrying out tasks and yet offering the satisfaction and enjoyment of constructive creativity and craftsmanship. Creative response is stimulated through the observation and investigation of topics pertinent to the home and the environment and the selection and use of a wide variety of materials. Aesthetic discrimination is developed through the increase in sensitivity, the furtherance of spatial awareness and the appreciation of colour and textures when handling foods, fabric and equipment.

A study of home economics contributes towards the establishment of definite attitudes to health fostering an awareness of the individual to his responsibilities to himself, *his ability to make decisions related* to the family, home and society.

Sensory skills of sight, sound, smell, taste and touch are also enhanced by the variety of media and tools available and the learning experience provided. Psychomotor skills are improved as a result of increased sensory perception and reflected in muscular control, manipulative dexterity and the ability to use tools safely and efficiently.

Home economics furthers the understanding and use of mathematical and scientific concepts and provides opportunities for the development of skills concerned with organization and management. It provides practical experience of mathematical processes involving, for example, calculation of quantity, weight, volume, proportion and linear measurement. For more senior pupils the knowledge is extended and applied to other facets — consumer education, ergonomics and money management.

A technological approach presents opportunities for the furtherance of understanding and appreciation of functional design and performance. Home economics is essentially concerned with understanding scientific principles and their practical application to such topics as food and nutrition, textiles, equipment in the home and materials. It also encourages a wider perspective on the conservation of the environment and world resources.

The home economics department is equipped to offer a sequential, cumulative programme related to the experience and needs and pupils developing through their personal experience in the home and in the community thus giving meaning, purpose and relevance to theoretical work and an acceptance of concepts which may otherwise be difficult to comprehend.

In the area of examinations change is approaching in that some examination boards are discussing *the alteration of emphasis on the* practical content of course work; in the future lies the opportunity to prepare for the common system of examining at 16 plus.

The time is ripe for thoughtful debate, exchange and careful deliberation of curriculum issues and examination entry policy within schools. The home economics department is furnished to take a lead in the contribution to debate on the core curriculum, accepting the existence of resources and staff expertise as a sound basis for development. Headteachers and those responsible for curriculum innovation may wish, in their turn, to look to the home economics department for a lead—where better to start than in the area which prepares for life?

In the course of the debate we should aim to enable pupils to relate intellectual and academic studies to a wider appreciation of society and to strengthen the acquisition of personal skills, the learning process and the understanding of modern technological processes. We need to create and design a curriculum which is able to stimulate imagination, engage curiosity and stretch intellect.

The next decade with the industrial emphasis in automation and scientific innovation will *present higher unemployment and* a society in need of increased leisure education. Home economics, recognized as an area of academic study, has its own contribution to make offering research and appreciation of such vital facets of preparation for life as social conditions, family relationships and community services, health and nutritional issues with consumer and management skills.

In the immediate future there must be an appraisal and review—a painful exercise but one which will enable us to look back at the end of the decade to a job well done—a *new curriculum with home economics at the core*—and forward to further horizons with competence and confidence.

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The materials from this project are available from Forbes Publications as an attractively slipcased set of six books—Development, Interdependence, Management, Nutrition, Protection and Planning for Home and Family Education—the five teachers' guides each relating to one of the key concepts presented, and supplemented by the planning book. The price of the set is £14.50+£1.75 p&p (£2.00 overseas). Please send for a fully descriptive leaflet and order form—or you can order direct, enclosing a remittance with your order.

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WARNING: HEALTH EDUCATION COULD SERIOUSLY DAMAGE YOUR CURRICULUM

By Stephen Cantle

Health education at a Leeds Board School, c 1900.

Health education, like schoolgirl fashion, has changed a good deal since its early days of dumb-bell swinging and hygiene classes. Then, as we shall see, it was a fairly straightforward business of getting children to obey a set of largely undisputed "rules for healthy living". Not so today. As a focus for numerous working parties, government reports and curriculum projects, it has become something rather different and much more complex. So complex, in fact, that it is now very difficult to say just what health education is.

One might hear, for instance, of a general practitioner who organizes a series of lectures for patients and calls this health education. Or perhaps be told by a health visitor that most of her job is health education, "getting mothers to look after their babies properly". Many schoolteachers would consider a gymnasium full of acrobatic children, or a lesson where pupils are placed in "decision-making situations" in order to "clarify their values", to be health education.

Even pharmacists, in providing customers with information and advice about the drugs they use, consider themselves health educators. Health Education Council pamphlets and posters on our public buildings encourage us to jog (with caution naturally), or drink less, and this is called health education. It seems that any activity involving a process which might vaguely be considered "educational", aimed at bringing about an end-state, loosely described as "healthy" can be and is called health education.

A distinction is usually drawn however between activities which seek "health" by a process, unspecific about behavioural outcome, yet which increases knowledge and understanding, eg, telling people the facts about alcohol and alcoholism, and activities which aim to directly influence individual behaviour, eg, showing films which discourage drinking. The first type, or model of health education, commonly referred to as the educational approach has aims which thus link "health" very closely with "education" and is generally the approach schools adopt. The other model, the "behaviour-change" approach, closely associated with the work of Area Health Authority health education units, in specifying behavioural outcome, has only peripheral connexion with education and therefore what schools should be doing.

Few educationists would consider the use of such methods as indoctrination, emotionally shocking films, or the encouragement of governments to pass coercive legislation to be in any sense educational. In practice, however, we find that schools pursue both educational and behavioural objectives at the same time. On the one hand schools teach the facts of health and decision-making skills, leaving the choice of behaviour to the pupil. While on the other, schools might use propaganda explicitly discouraging smoking, with many schools simply banning it altogether.

There appears to be no *clear* distinction between the two models of health education in respect of aims. What we find are behavioural and educational objectives overlapping in most health education contexts, a situation unacceptable to schoolteachers who I believe should be very clear about the objectives they are seeking for their pupils.

At the time when "School Hygiene and the Rules of Health", one of the earliest textbooks of health education was published in 1906, child health was especially dire. "... It is important that the teacher should send home the child with whooping cough just as soon as suspicion is aroused that it is suffering from that disease."

Children with highly infectious diseases could arrive at school, where it was the duty of the teacher to recognize the disease, and dispatch the child back from whence it came. Teachers therefore required diagnostic as well as pedagogical skills. Written by Charles Porter "to afford teachers an opportunity of acquiring such information as might assist them in protecting the health of the schoolchildren", the text beautifully illustrates the Edwardian teacher's role as health educator.

Its ingredients are a general account of human anatomy (noticeably with the sex left out), tips on the recognition of the infectious diseases, such as scarlet fever and diphtheria (both very common at this time), together with the factors promoting their spread (this meant pupils sitting one, not two, at a desk). Finally a large section of the book deals with the regulations of the Board of Education, 1905, giving guidelines for the construction of school buildings. Not obviously relevant but essential information for the teacher needing to unblock a drain, or check the heating system for leaks—both sources of potential ill-health for pupils!

School then was very much regarded as a place concerned with the health of the nation's schoolchildren. Schooling was aimed at physical well-being as much as anything else, with children passively receiving initiation into a "healthier" disease-free way of life. Nowadays though, with acute infectious disease largely a thing of the past, and ill-health more closely related to individual lifestyle the role of the teacher as health educator has changed.

Now joined by a host of other professional groups, the teacher shares the task of getting people to value the positive aspects of good health, both physical and mental, as well as warning against habits such as smoking and over-eating. Health education has become an important part of the drive to prevent ill-health, by trying to influence the way people chose to live their lives.

Education authorities are currently examining this new role of the teacher as health educator, encouraged by criticism from last summer's report of the Royal Commission on The National Health Service. The commission, chaired by Sir Alec Merrison, vice-chancellor of Bristol University, was "... not impressed by the account (we) received of existing arrangements in schools from the main authorities concerned. We recommend that they should examine seriously their efforts in this field."

This rap on the knuckles was, however, delivered with very little clear indication of what schools should be doing to improve their pupils' health. The report vaguely suggested that teachers should, "... communicate information about healthy living" to their pupils. Yet failed to elaborate on what healthy living might be, whether such information was to be linked to any future behavioural outcome, such as a reduction in the numbers of children who smoke. Without such guidance, and in the light of the confusion which exists over what the aims of health education should exactly be, schools might be forgiven for refusing to include it as a subject on their already packed curricula.

I would suggest that as a necessary health education is as yet unrefined and far too vague to be the basis for educational activity in schools. To develop courses in health education without attention to important philosophical questions that should be asked of it is both potentially wasteful of scarce resources and likely to damage rather than improve a school's curriculum. (I) cannot or rather should not proceed with any practical activity without a full understanding of how the aims pursued are logically related to alternative aims. In the case of health education this logical analysis remains to be done and is a problem not resolved by exact definition of terms, as some writers would claim.

It is a mistake to think that definition can encompass the different uses of complex terms such as health education, or education. Rather, as was pointed out by the philosopher, Wittgenstein in his *Philosophical Investigations*, "... uses of a word are not always related by falling under a definition as in geometry, where definitions are provided for terms such as "triangle"—rather they often form a "family" of meanings united by a complicated network of overlapping similarities, sometimes overall similarities, sometimes similarities of detail".

Rather than define a term, one must attempt to lay down the logical limits to its variety of meanings. Health Education is not a specific this or a general that, rather it has a complex network of meanings. Each meaning having its own history being related to other meanings in ways which have to be uncovered. One only has to look at the work in the philosophy of education, for example that of Professors Hirst and Peters to realise how important this uncovering process has been to education in general. It is work which must be given the highest priority if education authorities are ever to relieve the Royal Commission's unease.

The author, a former biology teacher, has recently completed a two-year postgraduate course in community health at The University of Nottingham, supported by a grant from the Health Education Council.

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THE D.I.Y. APPROACH

Ruth M. Snow on the dissemination of the Schools Council Project: Home Economics in the Middle Years

"My requisition list this year is very different from last year's list." So wrote a head of department from a secondary school in a recent letter to the project. This is one small indication of the changes which were being implemented in her department. Her letter went on to describe the reassessment she and the other members of her department had made of the content of home economics courses they were offering in school. "We have begun, for the first time, to question what we teach, not from the perspective of coverage of a subject, but from what we want the pupils to learn."

This head of department is one of many colleagues who, during the last year, have attended a leaders' training course for the Schools Council Project "Home Economics in the Middle Years". The project was funded by Schools Council in 1975 to help teachers reconsider the place of home economics in the curriculum of girls and boys in their middle years. It offered the opportunity for national debate of important issues related to the development of the subject. Issues such as:

● what is the function of a home-orientated subject in the education of children? Is such a subject necessary in an age when many of the social problems which led to the establishment of the subject have been overcome, and when changes are evident in the structure and nature of family life?

● is it a relevant subject to both sexes? It was developed as a subject to be studied by one sex. How have social changes related to the role of women in our society affected the nature and teaching of the subject?

● is it a subject which is relevant to the needs of children from the many different ethnic backgrounds which form our society today?

The Government's discussion paper *A Framework for the School Curriculum* acknowledges the need for education in "preparation for parenthood and an adult role in family life". Paradoxically, in a society in which few would dissent from the view that family life is essential to the well-being of society, there has been little attempt to provide a central place on the school curriculum for the subject which attempts to educate pupils in this area. The feeling still seems to be that most human beings should be able, without formal education, to cope with living with a group of other people, and all that this entails. The overwhelming evidence that, in a complex society, this is not so has not, as yet, led to fundamental change in the curriculum.

More than 300 teachers worked closely with the project to develop and refine approaches to teaching home economics. The outcome of this work is embodied in a set of materials (which were published in November last year) — a planning book and five teachers' guides. (1) The materials offer practical support to teachers in planning courses and classroom work. A framework for planning is suggested to support pupils' progressive development of appropriate ideas and skills within the constraints of their particular school situation. The project has:

● drawn up checklists of skills appropriate to pupils at different stages of development;

● suggested the use of key concepts as a means of selecting content. The concepts: Development, Interdependence, Management, Nutrition and Protection, were identified as essential to home and family living within our own culture and age.

● developed learning sequences for each key concept. Each suggested sequence represents an attempt to link the logical build-up of the concepts with our own current knowledge about the development of children. The sequences move in general terms from the concrete to the abstract and suggest how pupils can be helped to develop some understanding of the concepts appropriate to their stage of development, and how this understanding can be deepened in a cumulative way.

● provided examples of courses in junior, middle and secondary schools. These illustrate how teachers in very different school situations, with different curriculum structures, have used the framework for planning to build courses.

● given many examples of curriculum units (approximately 10 in each teachers' guide) showing how teachers have found it possible to plan systematically for the development of skills and ideas in their classroom work. The units contain suggestions for the presentation of ideas to pupils in interesting ways and each includes annotated resource lists for teachers and pupils.

About 70 of the 103 l.e.as. in England and Wales wanted to participate in the dissemination of the project. With only one person employed as disseminator for the project, l.e.as. have had to be offered a DIY kit to help them set up local dissemination programmes within their own authorities. The main strategy of dissemination has been to train a small number of local curriculum leaders within a l.e.a. who can, in due course, staff a local programme of workshops.

To date, about 50 l.e.as. have been involved in leaders' training courses. Most courses have lasted three days, and have involved teachers, college lecturers, wardens of teachers' centres, deputy and head teachers, and advisers in an intensive course programme in which the potential local leaders have considered:

(i) how the project's work could be of use to them personally in their own school or l.e.a;
(ii) how they could help other colleagues make use of the work.

The leaders' courses have consisted of workshop sessions in which everyone has been asked to participate, both as a member of the group and as the leader of one workshop session during the course. This way of running a leaders' course gives everyone the opportunity to find out what it feels like to be a member of a small group considering the project's ideas through discussion, and carrying out various tasks of analysing and reviewing current courses in the light of the project's work. It also provides experience of explaining the project's ideas and approaches to other people.

It is the latter aspect of the leaders' course which, although at first a daunting prospect to many course participants, is proving to be the most useful feature of the leaders' course. It has been the experience of many leaders that the very process of attempting to explain the ideas and approaches to others has enabled them to clarify the ideas for themselves. Typical of comments on course evaluation sheets are:

> "A certain degree of pressure, ie leading a workshop yourself, helps develop your own understanding quickly".
>
> "Organizing and leading a workshop yourself was the most terrifying but most valuable part of the course. It was painful but immensely valuable to be forced into channelling some rather diffuse and on the job ideas into clearer thoughts".
>
> "I didn't expect the participation—which was the most valuable feature of all the course. It was the act of participation that made me come to grips with the ideas and understand what the project was offering".

The adage that the best way to learn something is to have to teach it to someone else seems to hold true in in-service education.

The leaders are offered help and support in the form of a handbook for group leaders; this handbook forms the basis of the leaders' course and contains detailed suggestions for holding a series of workshop sessions in a local school or teachers' centre. It is accompanied by sets of masters from which overhead projector transparencies and handouts can be made.

Most colleagues who have participated in a leaders' training course have found it to be a stimulating, if exhausting, experience.

> "Reactions through the course have varied from feeling overwhelmed and terrified by the complexity of the issues being discussed, to feeling stimulated and encouraged to further curriculum planning".
>
> "The course helped me to understand and interpret better the work I am doing in school. My first impression of the project was that it was very involved and complex. It is not until you become personally involved that you see its value and the framework for thinking and planning that is offered".
>
> "The course has inspired confidence after the initial feeling of being swamped. I was delighted to find how much the course cleared my mind and created a pathway for syllabus planning and evaluation".

Many l.e.as. have already begun their local programme of dissemination, using the same techniques that were employed at the leaders' course—that is, offering the opportunity for *small* groups of teachers to discuss and appraise the project's ideas and, through this, offering the opportunity to review the courses they are offering their pupils. Many other l.e.a.s are planning to launch their local programmes in September. To date, feedback from those acting as local curriculum leaders is encouraging. One leader wrote to say:

> "To my surprise, once I forgot about my own feelings of inadequacy, I actually enjoyed leading the workshops. It was hard work, but I learnt as much as I gave, and would not hesitate to hold further courses."

Without doubt, this carefully structured involvement of teachers in their own in-service training has been the most effective strategy for change to be employed by the project.

Surrounded by various garments which she has made in the course of a year, a fifth former at Sandown Court Secondary Modern School, Tunbridge Wells, works at a mock "O" level.

Photo: Susan Thomas

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(1) Schools Council Project "Home Economics in the Middle Years" Home and Family 8-13, Forbes Publication Ltd, 1979.

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CATERING FOR BOYS

By Margaret V. Pender

Since the advent of the comprehensive school, home economics has undergone considerable change. *For example*, there has been an increasing emphasis on the academic side of the subject to the detriment of the more practical experience it can offer pupils.

But perhaps the biggest change in the subject is the fact that it has been made available, in many schools, to boys as well as to girls. Unfortunately, this latter change has tended to be something that has happened rather than something which was planned to happen; the result is that in many schools, courses in home economics in S3 were offered to boys who had not *necessarily* been involved in a general home economics training in S1 and S2.

The kind of course deemed suitable for such pupils has been given the title "Catering", but from my experience of this kind of course in several schools, it is apparent that what is actually on offer is a very basic home economics routine, consisting of the duller aspects of the subject, and usually based on a watered-down version of the SCE Food and Nutrition syllabus. This course, I have discovered, is so misleading to the pupils that they very quickly experience complete disillusionment which results in resentment and frustration, and these in turn lead to problems of control and discipline for the teacher.

What is required, therefore, is a realistic, interesting and motivating course which will inspire and hold the interest of pupils. Having made *inquiries as to why the proposed* catering course should have developed into something not really deserving this name, one frequently mentioned difficulty has been that of timetabling. It has always been felt by teachers of home economics that, in order to carry out this type of course effectively, a block of four 35 or 40 minute periods (i.e., probably a whole morning or afternoon) should be allocated.

This kind of time allocation does present a challenge to a school timetabler, faced with subjects within the same option column which require or even demand different patterns of period allocation. Therefore, in many schools this kind of timetabling provision for Catering has not been available. It is then impossible to devise the kind of realistic and interesting Catering course for which I am arguing around the traditional double-period scheme? — I feel that the answer is a resounding "No".

While I have suggested above that home economics courses have moved away from the practical aspects of the subject, perhaps to excess, I would not for a moment argue that there should be no theoretical work at all. Therefore, assuming a weekly allocation of three double periods for a "Catering" course, in the first term "theoretical" and "practical" sections would have alternate double periods. I do not, however, envisage a double period of talk and chalk, and even less a double period of note-taking. Bearing in mind that the calibre of pupil likely to be involved in this type of course may be of very limited academic ability, a varied presentation is essential. Strong emphasis would be placed on the audio-visual—films, plastigraphs, *flannel graphs, and posters*.

In planning the content of the proposed course, the first term would be devoted to basic theoretical work dealing particularly with personal/kitchen hygiene and would progress to an awareness of the dangers resulting from lack of proper hygiene procedures in food preparation. Extensive use of visual made to the catering departme of a local hospital or factory.

The practical work in term 1 would be very basic cookery, co lining where possible the compare work undertaken on a larger sca The freezing of food would be taug in depth. Films and visual aids wou be used. Microwave cooking wou also be taught.

The second and third terms wo be planned in such a way as t allow more emphasis to be pla on the planning of menus and t timing of meals. Towards the e of the second term, meals would planned, prepared, cooked a served by the pupils operating a rotation basis thus ensuring p ticipation by each pupil in e aspect of the work.

By the third term, the empha would be placed on the strea aids would be necessary and a ing of operations, and discussi would be organized by the teach These discussions would range the experience gained in the pr tical work, suggestions from p with regard to how they feel could improve some aspects of performance, etc. Pupil particip in this part of the course coul helpful and constructive.

Margaret V. Pender is prin teacher of Home Economics Allan Glen's Secondary Sc Glasgow.

Boys in the kitchen at Islington Green School, London.

BREADTH OF VISION

By Sally Festing

Croydon's Health Education Department with the dynamic figure of Miss Daphne Elliott at the helm is one of 90 units in the country, it has been running for 23 years and since 1974 as part of the NHS. Today it has nine professional and seven supportive staff covering the entire community, not just schools, although schools with their captive audiences are an important part of the programme. Through talks, extensive inservice training, written and other resource materials, this busy nucleus has spun a network of communications in its area and largely due to Miss Elliott's breadth of vision, earned itself a reputation for pioneering in health education.

From offices in the modern Tower Block they quite literally survey the field in which they operate, constantly evaluating, tapping new needs, then putting the wheels in motion, involving and responding. Working on the same lines as the World Health Organization, they assess, pilot, project, train, delegate then monitor, but if this sounds fairly remote, that is one thing they are emphatically not. Teamwork is essential, in the department, in their interaction with other institutions and in the institutions themselves, they always work in close cooperation with the Chief Education Officer and through him with schools. This is a vital link. Every school deals with the subject in its own way but the head *is the key in determining its* attitude.

But the best health education does not hit the headlines, Miss Elliott is certain, it is not a propaganda exercise, no way would she give a one-off talk to teenagers about, say, V.D. Isolating problems dramatises and distorts, the real needs of individuals can only be properly met in the context of the *whole* pattern of human behaviour and development.

Health education demands a great deal, knowledge cutting right across the disciplines, a sense of humour, kindness and maturity. The department can and does pass on the spirit of its teaching but lots of people think it is a piece of cake until they try it. Creating awareness, reassuring and helping people to help themselves can only be achieved through deep involvement, better not done at all than done by the wrong person for the wrong reasons. Children can spot a do-gooder a mile off. In any case a do-gooder is not going to deal with the subject adequately, health education is about attitudes, values *and emotions* as well as knowledge; it must be built right into the system.

Nor is there an excuse for being boring. Back in 1957 when sex education was forbidden in schools, the health and hygiene courses were abysmally dull. But children are not bored by human relationships. Teaching should be relevant to the society they live in, inappropriate for instance if it assumes stereo-typed parent roles of family units when "the family" may consist of a single parent plus aunt, cat or budgerigar. Life is as it is, is the only realistic maxim to follow. It is equally diffic to discuss death and disease primary schools where child think life ends somewhere betw *25 and 30, and, in secondary sch* if girls are not engaged by the t they are 16 they are on the she

Secondary school teachers a feel vulnerable when a cours unstructured, they often fi group discussion difficult. Teach notes in stages from five to 18 y have been produced with a from the School's Council, they p vide practical suggestions for c room work with aims, and resources; lists, kits, tons or slides etc. Films are pensive, tend to date and eat precious discussion time. The films of 8-12 minutes are for 40-minute periods of which can be selected to fit in the teacher's own pattern. Ideally class and teacher find their pace, there should be no time for the subject.

A broad basis puts everything perspective. Talking about gene for instance reassures boys and g about their different rates physical development. In the s way teaching correct use of m cines and bringing in drugs wh they are relevant give a balanced approach than prese a series of emotive problems.

Eventually, Miss Elliott hopes will have the right teacher in e school who is paid to make h education his or her special res sibility, ideally with contribu from different subject teachers present it is only optional fo B.Ed and, because college teach with the subject are in short su it is not even on the curricul all colleges. Meanwhile, societ mains ambivalent in its attit there is little conflict over c only about how to put it ov is the crucial ingredient.

extra

IN-SERVICE NOURISHMENT

Jonty Crockett describes part of the course at Roehampton Institute of Higher Education on applied nutrition and the science of food preparation

Following the 1973 White Paper, colleges were required to allocate 20 per cent of their teacher training budget to the provision of inservice courses. At that time there were plenty of other courses, financed usually by local authorities, but these were being cut back.

In order to plan our home economics contribution, we decided first to ask advisers and inspectors what was needed. As a result of this meeting, we set up a consultative group made up of serving teachers, inspectors, lecturers, a teachers warden and an advisory teacher. These volunteers were representative of our local authorities.

The group advised on course objectives and content, *and on* administrative procedure. We decided to try six two-day modules a year in both food studies and needlecraft; each on a consecutive Friday and Saturday. This has worked well now for three years, and head teachers grant release if teachers give up time too.

Choice of topic was affected by the new London A level syllabus with its greater science content, but needlecraft teachers also asked for help with creative aspects. But the chief request was for help with teaching method and syllabus interpretation.

I am an applied scientist and was responsible for the food studies course. I asked what was meant by "greater science content", and the teachers said that this was chemistry and physics. Further questioning showed however that the real difficulty for our teachers was in applying science to everyday procedures and problems. In many cases their college course, however up to date, had not provided sufficient link between the pure sciences on the one hand, and *food choice and preparation on the* other.

I now felt happier as the first part of our degree course is concerned with having a foundation which makes this link. I selected the most suitable material from the degree course, modified and added new, and hence arrived at an inservice syllabus. It gave approximately equal *time to applied nutrition* and to the science of food preparation.

The food preparation modules cover food structure and the details of some changes which occur during food preparation and cooking. Fruit and vegetables and flour cookery are the main examples, and these are used to illustrate the *nature of experimental work. There* is opportunity for teachers to plan and carry out simple tests. Heat and the cooking process and the difference between cooking methods are studied in detail, and school texts are reviewed when appropriate.

The three nutrition modules cover the "at risk" nutrients and include a study of energy, *meal planning* and methods of teaching nutrition. Meals and snacks based on current guidelines are prepared and assessed for taste and cost.

Theoretical analysis of teaching method and curriculum development was not asked for, but I had to use an effective teaching method myself in order to build complex ideas from *simple ones*.

This kind of teaching sequence was first used for home economics by Irene Finch in the ILEA, has been widely adopted in Northern Ireland and students in this college have followed it since it began. It has now been used in the BBC television series for home economics. It is not, however, the type of sequence *that is used in the* Home and Family Schools Council project.

For the in-service course this sequencing meant that we began on Friday morning with a simple treatment of a topic, and as the day progressed, built on preceding ideas so that we arrived, in most cases, at an A level understanding on the Saturday. This *demonstrated* the idea of a teaching sequence and also showed the distinction between the content taught at levels suitable for CSE, O and A level syllabuses.

The value of abstract science as an overall explanation also became apparent, although with a few notable exceptions, high level scientific theory does not directly assist learning of the fundamental ideas of home economics.

All the modules seemed to help teachers to clarify their ideas but the nutrition modules demanded the most flexibility and openmindedness on their part. The greatest difficulty was the realization that there were significant problems associated with some of the meal choosing systems in common use. Microscopic examination and simple tests for nutrients quickly dispelled the idea that one food could be equated with one nutrient (with a few exceptions), for example that bread was only starch, meat only protein or that potatoes were only vitamin C (or worse still only starch).

The "energy food, protective food, building food" approach could only be shown to be an unhelpful analysis when the notion of energy was properly clarified. Teachers also found it useful to *have an updating on those nutrients* which are currently at risk and those which are currently adequate in all diets. They also welcomed the opportunity for analytical study of the literature which is produced for them by manufacturers, and realized that it gave so many different interpretations of nutrition science. Several teachers said that they would find good use for this literature in their lessons on advertising, and that they would use it more carefully in straight nutrition courses.

Although there was reluctance on the part of a few teachers to adopt this approach to nutrition teaching, many were pleased to have a clear way of teaching sound food choice to less able pupils. Also it was possible to limit technical terms and rote learning in such a way as to improve comprehension without lowering standards.

The fact that this home economics approach to nutrition is appropriate for all ability levels and that cookery is necessary for full understanding, gave many teachers further ammunition in their battle to keep the subject in the curriculum and firmly rooted in their department. One teacher in an essay she has written for the qualifying exam for B Ed, said, "As a pupil both at school and at college, and even as a teacher, I found nutrition confusing and boring, but this approach has given me an understanding and I now find the subject intellectually challenging".

Many teachers having tried out *this approach, say, "Weeks even* months later, the children seem to remember most of the ideas and they enjoy being able to apply the principles to simple experience".

Most teachers wisely did not take all the ideas on board immediately, but introduced a few at suitable points in their teaching schemes. They found it particularly helpful if there was another member of the staff in the department with whom they could discuss the ideas, and new recruits are often from the same schools as before.

We are pleased that so few teachers, about 5 per cent, have dropped out of the course during the three years it has run, and eight teachers have gone forward to an inservice B Ed. This has been helped by being able to construct a syllabus for the B Ed qualifying examination on the lines of the inservice course. So far, mainly as a result of support from their advisers, teachers have been able to secure appropriate release and grants, and this method of obtaining a degree may be the answer for many certificated teachers of home economics and needlecraft.

Jonty Crockett is a senior lecturer responsible for some applied science aspects of home economics at Roehampton Institute of Higher Education

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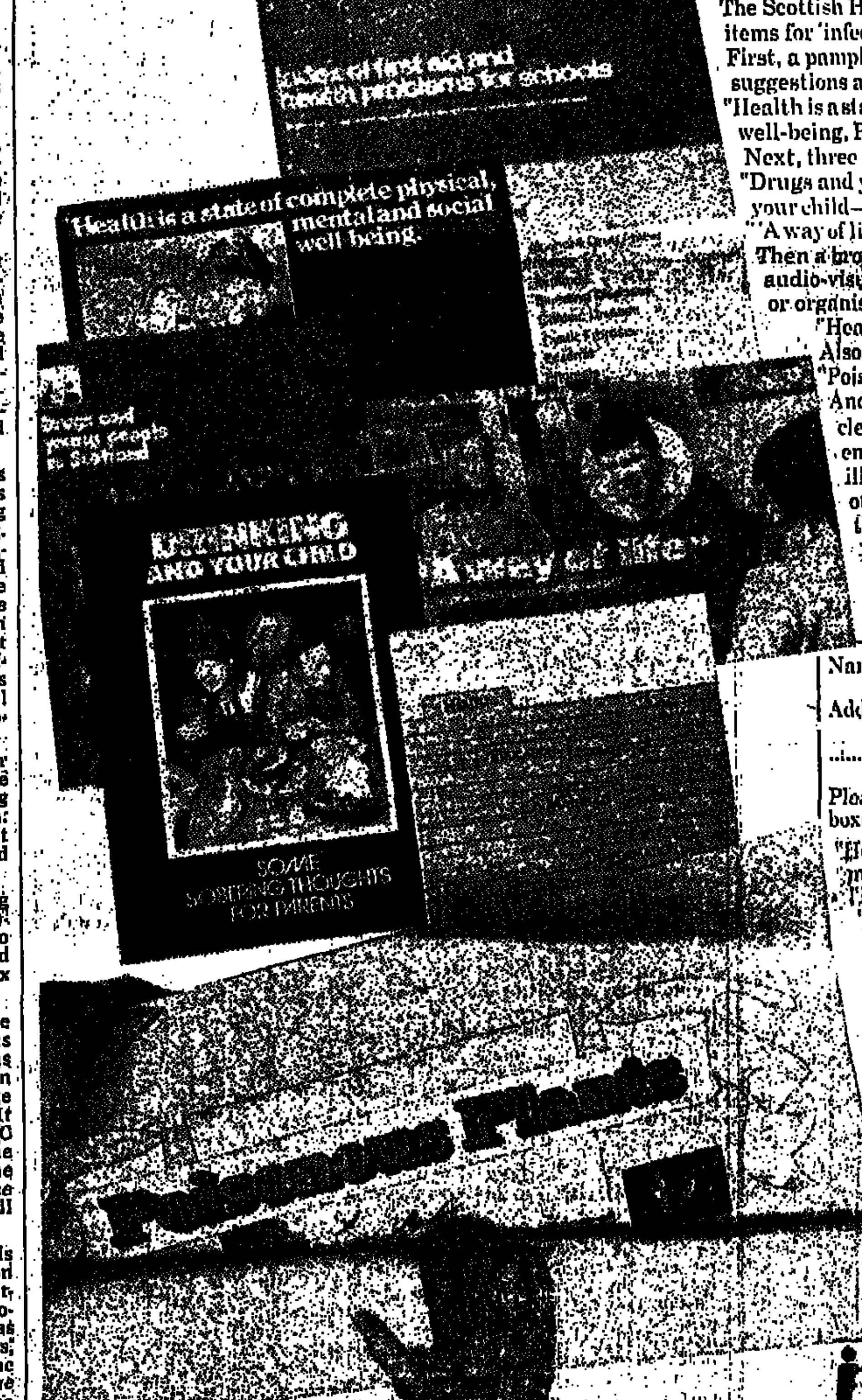

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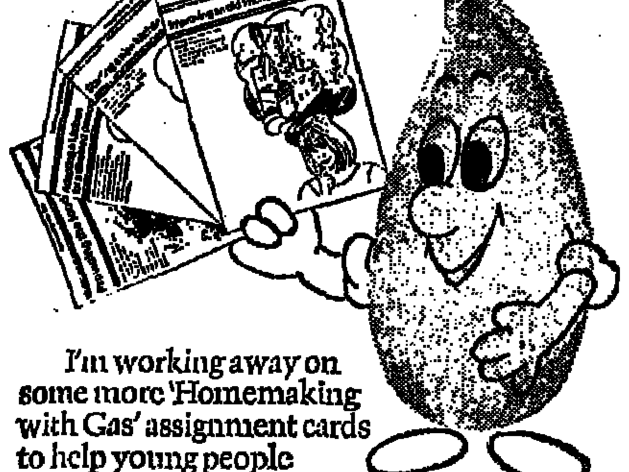

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GUIDELINES FOR A THERAPEUTIC ENVIRONMENT

David Lazell on consumer education

"At one time, we taught children to excel in a competitive world. Now we hope that we help them to survive." The comment, from a veteran teacher, is especially appropriate to the teaching of home economics, where the prospect of home management *is associated with recession* and tough times. Even asking children or young teenagers to bring foods and/or materials for practical sessions can cause problems, and, in areas of high unemployment, teachers have to think about local economic indicators, as well as the syllabus.

Although business forecasts seem to indicate an increase in consumer spending in the second half of next year—assuming (perhaps dangerously) income tax cuts in the 1981 Budget, the recovery of manufacturing industry may take a long, long time. Indeed, there may be as many as one million fewer people working in manufacturing industry next year, than, for example, in 1979. So all home economics education has to function against a gloomy background—also a rapidly changing one.

Ten years ago, consumer education was relatively stable, in the sense that one could establish a study programme that could remain unchanged over a few years at least. Now, one has only to pick up a trade paper to see prospects of further change in distribution, or quality standards. For example, the National Chamber of Trade *is* submitting proposals to the Government for the reinstatement of resale price maintenance.

From the standpoint of one who has been in consumer education since the late 1950s—soon after the launch of Consumers Association in 1957—a few simple pointers can be offered, to give some kind of basis for consumer insights:

(1) **Statement of aims:** The consumer movement in the western world has taken on so many facets that it is hard to think in terms of "good shopping", though this is certainly at the heart of home economics.

Had Freud been born in a different decade, he might have incorporated "keeping up the payments" into his basic causes of neurosis. Looking at the history of consumer education and protection is a useful class project⁽¹⁾ although one can initiate only basic work. However, to teach the subject well, a background of the history of consumer movements, and their diversity, is important, covering, for example:

(a) the desire for a more therapeutic environment, as reflected by the original consumers Co-op Movement in Britain (Rochdale, 1844), where quality standards for "unadulterated foods" were set by voluntary associations of artisans;

b. the turn-of-the-century thrust for more government control of the economy, with standards for foods, drugs, etc;

c. the call for impartial tests of merchandise and dissemination of the results to consumers.

d. the urge for control on manufacturers, through voluntary standards (British Standards Institution) in some cases, and compulsory action elsewhere, as with the Prices Commission in the last Labour Government;

e. the current concern on the impact of consumer affluence on the environment, from cars choking towns, to the careless use of drugs. This brings us back to basics, and some of the new food co-ops in the USA, and to some extent in Britain, represent a genuine consumers' movement for "pure foods and a clean world".

(2) **Recognition of Contemporary Factors in Experience:** Although current political arguments may be too sophisticated for some students, they are "of the essence". Can a free market economy—with minimum controls—really deliver the goods to the consumer, and, incidentally, jobs to young people? The way in which this question is answered shapes the kind of consumer movement to which one would give support. The government already insists on stringent, compulsory standards for crash helmets, for example, and some consumer radicals—those who want to make the consumer far more powerful in the shaping of political programmes—would like similar standards for many other products.

In a world short on raw materials, they argue, there is no room for "junk products", whether these are shoes that wear out within a *month, or transistor radios that cannot* be repaired when they break down.

(3) **Awareness of Community Initiatives for Consumer Help.** The consumer movement, from its beginnings, was essentially a self-help approach to life—people helping each other within a democratic framework. If the consumer needed "impartial information" about products, it was considered right that *consumers* cooperated to handle the problem, set up their own organizations, etc. Many students in schools and colleges today will probably grow up in local communities where self-help is being given a new lease of life, by young people (i e, the under 30s).

This area can be very rewarding to a teacher who has the time (that ever short merchandise!) to offer examples and instruction here, since selfhelp is practical and supportive, *especially within the relatively small* group. The retail consumers Co-op Movement in Britain still does a lot of good work by way of educational projects ⁽³⁾ but, inevitably, it does present an image of a large organization, not always able to stimulate local community action. But there is hope for the old-time Co-op yet, and recent seminars at the Co-operative College at Stanford Hall in Loughborough, have helped relate community initiatives to the older forms of consumer selfhelp.

More stimulating, and helpful for teachers in "small group consumer self-help" is the work of the Co-operative Development Agency, which is funded by the Government, and acting as advisory-and-encouragement service to all kinds of community initiatives. Mrs Rita Rhodes, BA, the education liaison officer⁽⁴⁾ has been involved in some useful study papers and surveys. She notes *that "people want to have greater* say over the things that affect them—there is a reaction against the large impersonal employer, government department, local authority or finance house". For example, consumers are coming together in Consumer Credit Unions, already widely developed in the United States, and promising to be a valuable aid to British consumers, especially in an era of high interest rates.

This relates to other forms of community initiative—the many local independent consumers groups, for example, want to ensure that shoppers get good value for money in nutritional content, packaging that does *not* mislead, products that do not wear out quickly, and so on. So these young idealists have an obvious bridge, or relationship, to the housewives and mothers/fathers in the independent consumer groups. And, as the National Federation of Consumer Groups is eager to stimulate work in schools, and has materials that can be used by teachers discussion can move from the youthful idealists to a more settled picture of the consumer society. We also need games and exercises that stimulate self-help in the school or college setting.

(4) **Recognition of Personality Problems and Their Exploitation:** Advertising techniques are properly controlled today, but the marketing of some merchandise has always been on the basis "go on, treat yourself". Innocent enough, of course, but *much obesity and* associated ailments results from a desire to "cheer oneself up with a bar of chocolate and some biscuits", maybe a learned trait from childhood. We tend to associate the possession of merchandise with fulfilment, and, whilst those may overlap, they are quite different. Maybe tough times will help us tell the difference. It is very enlightening to work in a store, and there see how shoppers behave—sometimes ill-tempered, often uncertain, frequently uninformed, and occasionally ready to be over-influenced by the salesman.

On the whole, though, retail sales staff do their best in tiring situations, being rebuked for the shortcomings of manufacturers in providing spares, for example. Some stores have initiated in-store home economists, and found them advice specialists and counsellors a worthy arm of management.

Unfortunately, we are all involved in training a generation that has to learn to "do without"—and that not merely the glistening "stereo music centres" and the like but the basic requirement of a job. Anticipating these depressing times, some students may even suggest that the subject is superfluous. But real consumer education is not just about high-priced consumer durables and the best travel agency to use. It is about all the facets of our life, and can even help create a sound therapeutic environment through friendship and sharing. This, after all, was always inherent in the consumer movement. Maybe it was the merchandiser or marketeer that *persuaded us that individual ownership* of consumer durables was the measure of consumer happiness. Hard times may bring us back to basics, after all.

NOTES

(1) See "Consumer Information Handbook: Europe and North America": *Hans B. Thorelli* and Sarah V. Thorelli, 1974; Holt-Saunders Ltd, Eastbourne. Although some years old, this Prager Special Studies volume (525 pages) gives excellent material on the history and development of the consumer movements in their formative years, echoing the varying needs of consumer groups.

(2) See "The Bulk Buy Book" from the National Consumer Council, a low-cost (approximately [illegible]) guide to benefits of bulk buying and sharing activities, etc. The NCC has other low-cost publications on the relationship of the consumer to social services, etc, especially useful at a time of government economies.

(3) The national advisory organization for retail co-op societies is the Co-operative Union Ltd., and its Education Department at Stanford Hall, Loughborough, Leics., has some useful *projects and materials* including the annual National Consumer Project (ref. Bob Cartwright, Consumer Education Officer) and work with local community groups (ref. Angela Hardy, Development Officer). The Education Department also has a teaching pack, consisting of notes and wall newspapers, a good buy at £1.50, and postage.

(4) The Co-operative Development Agency, 20 Albert Embankment, London SE1 7TJ, is primarily concerned with self-help projects in the community. The N.F.C.G. is at 70/76, Alcester Road, South, Birmingham B14 7PT.

(5) For a report on the work of the in-store consumer adviser, at the Leicestershire Co-operative Society, please send 36p stamps to the writer of this article: David Lazell, 29 West Leake Road, East Leake, Loughborough, Leics LE12 6LJ, or write for information to the Public Relations Manager, Leicestershire Co-op Society Ltd., Freeschool Lane, High Street, Leicester.

Also note: "Home Economics and Consumer Education" (May, 1980 issue) has a useful Book List of Consumer Education and Home Management Books (Forbes Publications Ltd., Hartree House, Queensway, London W2 4SH).

A small addition to the range of international consumer publications is the ICA's "Co-op Consumers", approximately 16 illustrated pages, published quarterly. Write for details to: Poul Dines, Editor, Co-op Consumers, International Co-operative Alliance, FDB, Roskildevej 65, 2620, Albertslund, Denmark. Consumer Education Newsletter comes from Cores, Centre for Consumer Education and Research in Scotland, Queen Margaret College, Clerwood Terrace, Edinburgh. Teachers will *already* know the basic book on Consumer Education from the A. Resources Handbook, from the Consumers Association/Hodder and Stoughton. This can be updated by study of the Consumer Association reports, and trade magazines, including Campaign, the weekly of the *advertising/marketing world* (and which carries *in-depth reports* of promotions, product launches, etc.), a goldmine of information!

extra

COORDINATION CONCERNS

Trefor Williams Project Director, and Peter Farley describe developments in the Schools Council Project: Health Education 13-18

The Schools Council Project: Health Education 13-18 has now reached the end of its three year development and trials phase during which it worked closely with 75 schools and colleges in several regions of the United Kingdom. The project takes the view that health education is a major strand in the personal and social curriculum and cannot be seen in isolation from it, nor in competition with the other elements in it such as moral, social, political and careers education.

Personal and social development has emerged strongly in recent years as a *theme* in curriculum discussion and debate. The work of the APU, a number of HMI Working Papers and Reports, notably *Curriculum 11 to 16* and *Aspects of Secondary Education in England*, the various reports on Social and Life Skills in Further Education and the establishment of a Schools Council Working *Party on* Social and Personal Education are but some indications of this trend.

Health education is by its very nature eclectic and as such presents real challenges in terms of curriculum development if schools and colleges are to find satisfactory ways of reflecting its multidisciplinary character. Health education derives its substance from, for example, the human and medical sciences, from moral and physical education, from some understanding of personal relationships and behaviour, from environmental, social and community studies, and from statistical analysis of probability related to health. With such diverse elements to take into account, it is clear that potentially many teachers from a variety of subject and curriculum areas will be able to contribute to a programme of health education.

In terms of the traditional areas of the curriculum, therefore, it is only to be expected that there will be elements of health education in, for example, biology and home *economics*, English and humanities, while most other subjects can and do make significant contributions *to* it. Indeed, schools and further education colleges working with the project have often been surprised at the extent of health related teaching revealed by a review of their curriculum. By the same token it is all the more important that steps are taken to ensure coherence and coordination, difficult enough within the confines of a single subject let alone across the curriculum.

We cannot define health education solely in terms of a body of knowledge. This is not to deny the importance of content or accurate information: it is essential. But if we look at the wider aims of health education we talk in terms of helping people to make their own decisions, of increasing autonomy, of fostering self esteem, of developing good health practice. Achieving these aims demands a process in the course of which behaviour, concepts, attitudes and values are explored and may be modified in the light of information.

With these thoughts in mind, the question of coordinating health education is clearly important and in a number of different ways. The first is largely conceptual and concerned with establishing the nature of health education and its place in the curriculum as a whole. The second arises from *the first* and is to do with developing aims for health education and seeing how these can be translated into appropriate methods.

Clearly the methods implied by an acceptance that health education has affective components, for instance values and attitudes, will be rather different from those required if the aims are conceived solely in terms of the transmission of information, "putting over the facts". Indeed, the use of methods more in keeping with and more appropriate to the needs of health education is a central concern of the project's work. The *classroom* management of small groups and discussion together with other classroom strategies concerned with helping young people make decisions relevant to their health and wellbeing form an essential strand to the activities.

A third concern of coordination is with the practical implications of ensuring coherent contributions from the different subject and curriculum areas, especially where these are likely to duplicate rather than complement each other. Equally there may be significant omissions of aspects of health related teaching because assumptions are made that somebody, somewhere, is in fact teaching them.

SCHEP 13 to 18 has developed a "Coordinator's Guide" which seeks to provide teachers with the means to get to grips with these and other issues in health education. It is best seen as a set of tools for curriculum development, combining workshop sessions for raising and resolving issues with suggested tasks to further the practical aspects of coordinating a health education programme.

The guide is in three parts and is concerned with the three stages of Curriculum Review, Curriculum Planning and Curriculum Implementation. It will be available through in-service courses attended by actual or intended co-ordinators. Each of the stages of the guide is linked with an intensive two day workshop providing an introduction and initiation to the various tasks of curriculum development which have been identified and developed as a result of work with schools and colleges. It is intended that the co-ordinator will use the guide, which contains background papers, workshops and other materials, in their own school or college with colleagues. Thereby the process of a co-ordinator and team working towards curriculum development also becomes one of in-school in-service professional development.

In the first instance, the co-ordinator's guide will only be available through dissemination. However, an *introduction to the project and some* 20 items of pupil/student material with teachers' notes will also be published during the coming year. The teaching materials, written in collaboration with teachers, have been tried out over an extended period and are intended to provide support for health education programmes as well as to offer examples of resources which can be developed by teachers themselves. There already exist many excellent resources from which to draw and the project has prepared, in association with the Health Education *Council, resource guides to help* teachers choose those appropriate to their needs.

Starting young: cookery at Coldean Middle School, Brighton.

The first phase of the project was funded by the Schools Council, The Health Education Council, the Transport and Road Research Laboratory and the Scottish Health Education Unit. In September of this year the project started a second three-year phase concerned with dissemination funded by the Schools Council and the Health Education Council in England and Wales and by the Scottish Health Education Group in Scotland. To date some 28 local education and health authorities in England and Wales have committed themselves to co-ordinator training during the next academic year. This phase of the project's work is based at the University of Southampton in the Department of Education. Together with the Schools Council Project: Health Education 5 to 13 and other projects it will be integrated with the Department's Health Education Unit and form the nucleus of a long term programme of research, development and dissemination in health education.

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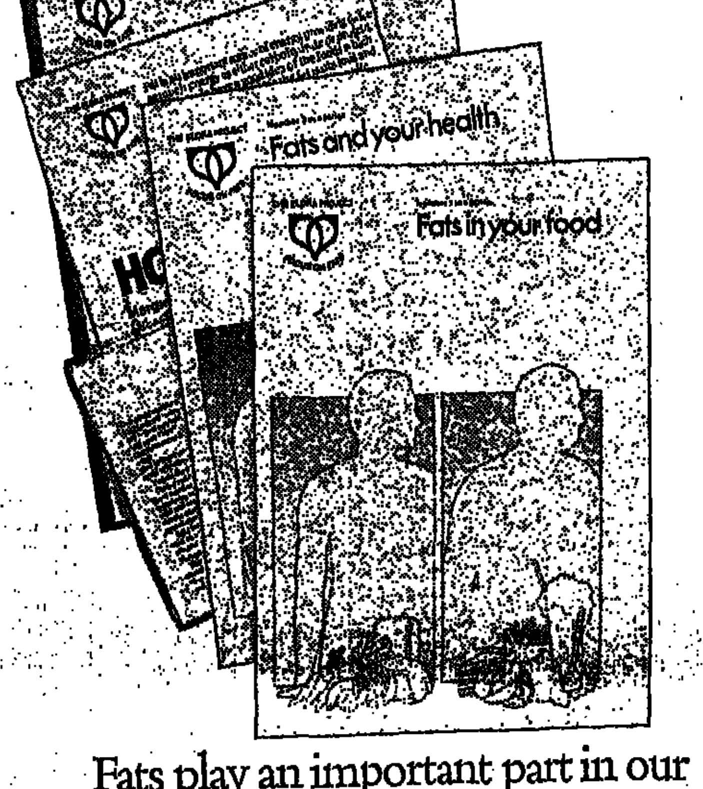

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A BUILT-IN SUCCESS

By Susan Thomas

When Brian Starkings says "health education is usually a bit of a bore", one knows what he means. "Most teachers", he says, "see it in terms of teeth and contraceptives, and the health education officers, bless their hearts, can't help being propagandists." Brian, however, is so taken by health education that it has become the basis for his school curriculum. He says that lessons based on that supremely interesting topic "ME" cannot fail to attract. Moreover, they have a built-in success rate as no teacher ever knows more about the subject than the pupil.

He became a health education buff by accident. After two years in his first headship he was overcome by that numbing confusion which afflicts most of us after a few years. He took a sabbatical year to think and unashamedly chose the health education option in the diploma course because it looked easy. It was his road to Damascus. "I suddenly saw that the main aims of health education and mainstream education were synonymous."

He returned to St James's Church of England primary school in the commuterland of Tunbridge Wells, and began a small revolution. Staff discussions elicited the fact that nobody thought that "Merry Go Round", sex in the second year and fairly haphazard health lessons could provide the children with an outfit for life.

What was required was a wide ranging syllabus which developed the children's self awareness, their understanding of the factors which affect their mental and physical well being, and their knowledge of society. They liked the idea of the spiral curriculum, covering the same ground in ever increasing circles and making provision for different levels of maturity. They opted for the Schools Council health education material and much of the work was based on "All About Me" and "Think Well". "The new syllabus" says Brian "took off like a bomb".

The evidence festoons the walls. The whole school did work on smoking, but not as a cut and dried issue. Through discussion and role play they examined the reasons for smoking, as well as the possible ill effects. Education for choice Brian calls it, and hopes that they will understand that for some people it may be better to smoke than not to smoke.

Health is not simply hygiene, exercise and diet. I saw writing which showed the children's acute insight into their place in the family, the school and society as a whole. They wrote about friendship, parents, nervouseness, subjects which everyone understands. The standard of English varied widely but the perception was always there—crisp and shamingly honest.

There is an understanding that no child will ever be forced to display his work or even to put a name to it. Because their privacy is respected the children have the confidence to explore their feelings with great openness.

The first thing that Brian did on his return from the Institute of Education was to involve the staff in discussion. The second was to involve the parents. "The most open and vigorous parents meeting I have ever experienced" he says. A great many anxieties about sex education, family problems and home/school relationships came into the open. The barriers were down and have stayed down—parents, staff and children enjoy remarkably free relationships.

There is a lot of discussion. The staff have occasional Saturday sessions—leavened by lunch and a bottle of wine, to look at the way the curriculum is moving. They have outgrown the Schools Council material and are building up their own material. Next, Brian sees the need for a curriculum coordinator to ensure that it remains an integrated whole.

Brian's "outfit for life" is positively intended to make the children aware of the major factors and issues which affect them, socially, mentally or physically. The success of the syllabus, the way in which it has fostered confidence and trust, has convinced him that it is not enough to leave moral and social development to the hidden curriculum.

* Sue Kerr teaches at Longmead Junior School in Tonbridge. Her science course, which, like Brian's, tends to crop up all over the place, is based on child development. It depends heavily on the cooperation of Joan Morris, the school health visitor, who provides the basic teaching material, babies.

The fourth year "baby classes" are very popular—something to look forward to as you go up the school.

The babies, with their mothers and often brothers and sisters, come in once every three weeks, the youngest about six weeks, and the oldest four years. The object of the exercise is to observe their developing needs and abilities. The theme of the course is "care and attention".

The children weigh, measure and play with the babies. Above all they observe their growth and developing talents. They keep a diary of the visits. Although feeding, sleeping and clothing needs are on the programme Sue does not feel that they are important. The emphasis is on observing the loving relationship and provision of stimulus. How does Dad provide stimulus for a six-month-old? How do brothers and sisters contribute to her sense of security? What does a baby need of his mother Which toys are fun, give security or develop skills?

If possible the babies are somebody's little brother or sister. Boys and girls are equally enthusiastic—in fact it is the boys who seem to take a more directly personal interest in the babies. The girls tend to see them as an extension of playing families—better than a Tiny Tears or a Wetting Wendy.

The youngest baby to visit the class was three weeks old.

Each age is linked to a variety of scientific topics. Hygiene is vitally important at six weeks old, so the class grows germ cultures from dirty hands or dish cloths, studies the work of Pasteur and Lister and tries out antiseptics and disinfectants. The six-month babe is certainly teething, so his visit provides an excuse for the school dentist, experiments with plaque disclosing tablets, teeth counts among the family and neighbours, and nutrition. Hearing tests at nine months link the speech therapist, the world of the deaf, simple sound experiments and music.

Each year is different reflecting the personality of the class and the availability of resources. Babies are in better supply this year—times were when it was hard to find any.

The children are introduced to a number of the community health workers whom they will meet as young adults. Again it is this policy of breaking down the barriers between school and society, because 11 year olds are friendly, outgoing and curious, visitors are eagerly questioned about their role. Because they are still young enough to understand a need for security, they relate to the baby's needs more positively than the brash adolescents who more usually study children and parent craft.

** Since this article was written Sue Kerr has left Longmead and is now at Horton Kirby C of E Primary School, near Sevenoaks, Kent.*

TRACING THE CHANGES

Christine Daniels looks at the history and philosophy of Home Economics

The introduction of "domestic economy" into the schools in the 1870s marked the beginning of the growth of the subject now known as home economics. In the intervening years, there have been many changes, the subject's philosophy has altered, and although it is not easy to isolate the exact point when a particular philosophy emerged, it is possible to identify periods of time when certain ideas dominated home economics.

Home economics originated with the worthwhile aim of improving the living standards of poor and ill-educated people. Henry Cole at the Domestic Economy Congress of 1877 stated that "a knowledge of health, good food, thrift and the like" was far more valuable to children than the study of Latin and indeed home economics was devoted to the practical instruction of children and women in the crafts of cookery, sewing, laundry-work and economic housekeeping.

The utilitarian elements of the subject are apparent from the precise instructions, issued by the Education Department in 1882 for the teaching of food preparation, which stressed strict attention to cleanliness, economy, order and the needs of families. Utilitarian aspects were also reflected in the names given to home economics training institutions, such as the National School of Cookery and, in the mode of classification of the subject for examination purposes, under the heading "Manual Instruction". While it must be acknowledged that a utilitarian approach is essential to home economics, it has been recognised that the pursuit of practical skills over the decades has unfortunately resulted in the subject acquiring the reputation of having a limited intellectual content.

Apart from utilitarian considerations some significance, in the early decades, was attached to the vocational aspects of home economics. Even Thomas Huxley, a firm supporter, believed the subject to be a good training for young people entering domestic service and it is likely that this association has contributed to home economics' relatively low academic status. In the last half of the nineteenth century the scientific and technological advances which had resulted in general improvements in housing, nutrition, sanitation and health also influenced home economics: the subject broadened to accommodate scientific applications and domestic science emerged. So from 1870 to 1900 home economics philosophy may be summarized as utilitarian, involved with social reform, vocation for "service", science and, despite the interest shown by men like Huxley and Cole, principally female.

Towards the end of the nineteenth century and for many years afterwards, the provision of home economics teachers became a major issue. The titles and themes selected for the Congress of the International Federation for Home Economics (IFHE) for the years 1908 and 1913 demonstrate the home economists' belief that the education of the child, rather than the mother, would expedite social change.

Teacher training began to dominate home economics but with the advent of the First World War, the practitioners could not be solely concerned with teaching—they were needed, for the war effort: they advised the government on food control and their expertise was used to benefit hospitals, canteens and convalescent homes.

After the First World War, there were changes in home economics philosophy, the woman's position in the home was emphasized, probably in response to the uncertain political and economic climate of the period, the need to find employment for returning soldiers, and the fact that this could be achieved by suppressing the employment of women. In addition, home economics became more "female" as scientific or "masculine" aspects were reduced in line with the then current ideas concerning the differentiation of boys and girls educational needs.

The 1920s was also a time when considerable interest was shown in scientific investigation into human work performance. The idea developed of the kitchen as a workshop where time and motion studies could be carried out and the IFHE Congress of 1927 declared that home economists should study and teach rationalization of housework. It has been claimed, however, that this development actually originated from the shortage of domestic servants in the post-war years and from the consequent practical problems of running large households.

Home economics philosophy in the 1930s had a different emphasis, it stressed the dignity, moral and social significance of manual work in the home. This was not only a period of cheap housing development and growth of electrical, textile and plastic industries supplying domestic consumer durables but, in certain areas of Britain, it was also a time of mass unemployment where the home represented one of the last bastions of dignity left for ordinary people and where domestic craft skills, of necessity, came into their own. Among working class parents, however there still persisted a suspicion that home economics education was designed to keep girls at the level of domestic servants.

By 1939 a new spirit, undoubtedly in response to the then current world political situation, permeated home economics. The IFHE Congress theme of that year was concerned with conservation and restoration of the spiritual, moral and economic inheritance of families. The years of the Second World War saw an upholding of these ideals and home economics philosophy became geared to such wartime phrases as "make do and mend", for which the craft skills were ideally suited.

In the same way that there was a move to encourage women to go back into the home after the First World War, so, after the Second World War, women were encouraged to move out of occupations which they had held during wartime. The idea of a woman's place as mistress of the quiet oasis of the home, and her role as the provider of essential services for the family grew during the postwar years. These ideas profoundly influenced home economics philosophy, the 1953 IFHE Congress favoured the theme of home economics serving life and the woman servicing the family.

The emerge of GCE Housecraft examinations in the early 1950s reflected this philosophy, but, by the end of that decade there were signs that some economics was becoming less parochial and showing a greater concern for world issues. The statements of the IFHE Congresses for 1958 and 1963 emphasized home economics involvement in the changing social and economic conditions of other countries.

An interest in nutrition developed, and the 1960s also saw a change in social patterns in Britain—more women started to work, family life styles altered and sociological studies were included in home economics courses. It was natural too, that home economics became involved with the growth of the consumer movements of the 1950s and 1960s and the concept of the home and the family as a consuming unit began to appear in home economics examination syllabuses.

With the introduction of BEd and B.Sc. degrees in home economics, educational scientific, sociological and psychological aspects were emphasized and male interest in the subject also increased. Current home economics philosophy is concerned with improving home life through a knowledge of craft skills, scientific, technological, sociological and consumer expertise.

In the past, home economics philosophy has, on occasion, pioneered much needed social reform, while at other times, it has mirrored prevailing social conditions. Will there be changes in the future? The answer must be in the affirmative because home economics is intimately concerned with domestic life which itself, is subject to fast-changing social conditions. It is impossible to predict detailed changes but certainly at different levels of social development home economics is capable of offering a restorative "human" philosophy to counter balance the pressures and demands of the technological world.

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Explosive patterns

Roy Blatchford reviews 'Scene' and 'English'

ETV.
Scene
BBC. Thursdays 10.35. Fridays 2.02
English
BBC Tuesdays 2.30. Wednesdays 10.30

"There has never been a generation of children so pushed into adulthood by being obliged to make their own decisions before they have either the facts or the experience to do so" said a recent newspaper feature. The generation of "too much choice, too little direction" is a current press preoccupation. In particular there are horror stories about teenage drinking; "the pattern is simple and explosive" according to a *Sunday Times* columnist—gatecrashing at suburban parties, broken homes, battered parents and stabbed policemen.

Setting aside the panic headlines, "Scene" offered a saner view of alcohol abuse in two programmes which dealt with the extent to which young people need continued parental help in shaping their lives. The first (*And Mum Came Too* October 9, 10) was a new play by Valerie Georgeson.

Sixteen-year-old Sandra and her friend Jennifer, one of the few black pupils at the school, attend a party which ends in drunken violence and the loss of their friendship. Their mothers set out to make amends; Sandra's mum proposes her own, carefully monitored party, which is a resounding success.

The drama suffered from the formula plot, some coy party scenes and a tidy conclusion, but the location filming was crisp and the characterization strong and scrupulously observed. The problems of gatecrashers, parents at parties, and drink releasing inhibitions arise naturally for discussion. There is also potential for an exploration of the West Indian girl's feelings at being cast as the outsider.

Steinbeck and Orwell, the subjects of two documentary biographies.

The accompanying documentary, simply called *Booze* (October 16, 17) threaded together the story of an alcoholic and an illuminating sequence of interviews. The man, in his late twenties, spoke haltingly and painfully of the path from casual to heavy drinking, the agonies of drying out, and his subsequent work with other alcoholics. Interviews with a group of 14-year-olds were a disturbing reminder of how readily teenagers can fall into a pattern of drink abuse; and a clear explanation of alcohol measures, effects on the body and legal limits was given by a doctor.

Discussion of many of the deeper questions concerning advertising codes of practice, the higher risk in males, the social availability of this legal drug, government revenue on drink (in 1978 this amounted to £2,585 million), though included in the teachers notes, was not touched on in the programme and should merit honest debate.

In addition to plays by Willis Hall and Sean O'Casey, this term's "English" output has three documentary biographies of writers commonly studied by the 14-17 range. If the first two are fair indicators, readers of *Of Mice And Men* should not miss *John Steinbeck* (December 2, 3). *One Man's History: Orwell's 'Animal Farm'* (October 14, 15) was a deft interweaving of archive film featuring Stalin, Trotsky Red Guards, and Russian peasant life, with the cartoon version of *Animal Farm*. Introductory background on Eric Blair's involvement with the Marxist wing POUM during the Spanish Civil War and the setting of *Homage to Catalonia* prefaced a careful analysis of Orwell's view of Bolshevism, collectivisation and the Stalin purges.

In a preface to *Animal Farm*, Orwell wrote that he intended "exposing the Soviet myth in a story that could be easily understood by almost anyone, and easily translated into other languages". The extensive use of cartoon in the making of this film portrait is a neat device which affirms Orwell's intention. The film is an admirable resource for students of the book.

Dylan Thomas once remarked that his poetry was useful to him because it recorded his "individual struggle from darkness towards some measure of light". Andrée Molyneux's portrait *Dylan Thomas* (October 28, 29) focused on the poet's battles with words and with himself. Paul Ferris's authoritative script suggested how Dylan Thomas's adult world had been irrevocably shaped by the vision of youth, a view reinforced by extensive quotation from the short story "Extraordinary Little Cough" and poems "The Hunchback in the Park" and "Fern Hill". At times the camera scanned too lyrically across too much of Swansea and the Gower peninsula, but the inclusion of Thomas's incantatory readings of his poems, and the casting of a child actor who bears a remarkable resemblance to the young Dylan Thomas, contributed to a fine film biography.

Secrets of the sphere

Marion Glastonbury on science fiction

CONTINUING EDUCATION
Time Out of Mind: Science Fiction
BBC2, Monday 3.30 pm.

Never mind the programme; I am addicted to the opening sequence. A satellite bleeps; a townscape implodes; constellations coalesce; a typewriter turns into a spaceship, and as the countdown approaches 2001, a dragon flaps its wings and flies away . . .

This animated phantasmagoria symbolizes the work of four influential writers, and illustrates the ideas that attracted three and a half thousand people to the Annual International Science Fiction Convention held in Brighton last year. Authors, editors, film-makers and fans found the meeting intellectually, socially and commercially rewarding—"It's a tribal rite; that's what you must remember"—and discussed the development of the genre from its early days as an esoteric cult to its present pre-eminence in the publishing business.

Amid minds eager to be blown by infinity, fascinated by size, hell-bent on limitless expansion, the American author, Frederick Pohl, explained their common craving as a quest for reassurance. By studying visions of the possible, blueprints of a hypothetical future, readers feel forewarned and forearmed against whatever shocks technology has in store for us. Come what may, the imagination keeps a step ahead of reality; we can't be ambushed by progress.

The second programme took us to the leafy environs of Colombo where Arthur C. Clarke, inspirer of cosmonauts, originator of the geosynchronous satellite, animal-lover and underwater explorer, theorist and businessman, talked about his early [illegible] Wells, Verne, Olaf Stapleton and Edgar Rice Burroughs.

As prophets go, he's a modest, unassuming man, concerned with the technical feasibility of his mythic creations, unconvinced that God exists, quietly speculative about other extra-terrestrial beings, and still surprised by the runaway success of the Space Odyssey movie he wrote with Stanley Kubrick.

Fifty books are, he says, enough for one life-time. His swansong uses Adam's Peak, a sublime Sri Lankan mountain sacred to four religions, as the base for an orbital tower to link man, by elevator, to a geo-stationery satellite, and to serve as the first spoke of a wheel whose hub-rim would be the Equator.

The function of literary Utopias has been defined as the education of desire. By contrast, the focusing of fear, the direction of dread, is John Brunner's forte as he extrapolates doom-trends from the ominous present and dramatizes "the new grounds for paranoia" furnished by environmental pollution, over-population and the computer's invasion of our privacy.

To judge from this selection, science-fiction authors are a country-loving lot, whose journeys to the psychic interior require plenty of rural space, and whose drafts of alternative worlds draw sustenance from existing nature in the surrounding landscape. The Yorkshire Dales and a village in Eire are home, respectively, to Michael Moorcock and Anne McCaffrey, whose careers and contributions to their craft are evaluated in parts four and five of this intelligent series.

Briefings

Radio and tv

Open University

Home Cooking (Saturday, 11.00 BBC2)
The OU course "Health Choices" continues with a real life drama about a family in crisis. "Home Cooking" suggests that common sense discussion could have avoided the lunch-time conflict that threatens to tear the family apart.

Non-Euclidean Geometry (Saturday, 11.25 BBC2)
What do we mean by parallel? Is space curved? This programme uses models, animations and special television effects to see how the rules of geometry change in space.

For schools

Finding Out (Monday, 9.47, Wednesday, 11.17 ITV)
Following the unit title "Living in Britain", seven to nine-year-olds begin to look at the "Heart of England". They compare and contrast the way of life in Swindon and Cirencester with that of a small Cotswold village.

Maths Topics—Statistics (Monday, 10.38, Thursday, 9.25 BBC1)
Designed to record for students embarking on an O-level course, the first programme explains the two main methods of data collection: census and sampling.

Merry-Go-Round (Monday, 11.00, Thursday, 10.10 BBC1)
8 and 9 year olds begin a new unit "Time and History". "Astronomical Time: in step with the stars" shows the movement of the earth in relation to the sun. Includes the explanations given to this phenomenon by early man.

Watch! (Tuesday, 11.0, Wednesday, 14.01 BBC1)
The first of two programmes based on "The Owl and the Pussy-cat", by Edward Lear, and intended for 6 to 8 year olds. This week owls, next week cats, both domestic and wild.

Rendez-vous: France (Tuesday, 14.14 BBC1)

Encounter: France (Friday, 9.05 [illegible])
[illegible] continue with four [illegible] travel and transport. [illegible] "faisant" provides useful language practice, whilst the English version gives background information on transport in France.

English (Tuesday, 14.30, Wednesday, 10.30 BBC1)
See review.

Politics—What's it all about? (Thursday, 9.30 ITV)
How do our political parties mount election campaigns? Is the electorate given a real chance to weigh up the issues?

Man (Thursday, 11.20 VHF4)
"The coming of man" is a unit assessing the available information on human evolution. After the radiovision sequence, 10 to 12 year olds are introduced to the concept of race.

Living Language (Thursday, 14.00 VHF4)
A three-part play for nine to 11-year olds based on the story found in the early thirteenth-century romance, "King Horn". David Self has adapted the story and situated it in Britain during the Viking invasions.

Exploring Society (Friday, 11.00 VHF4)
Each programme in the unit "Living in Groups" is about a group of people who live and work together. Here 11 to 14-year-olds experience what it is like "Living in a Spacecraft".

Prospect (Friday, 11.40 VHF4)
Sixteen to 18-year-olds begin a study of "West Germany Today". They examine the political, social and economic life and the cultural ambiance of this strong and prosperous state.

Another nation's news

Brian Hill on 'Heute Direkt'

Continuing Education
Heute Direkt
BBC

Heute Direkt, the BBC's late-night Monday, early morning Tuesday (9.05) German news series has just finished its first visit this year to East Berlin.

For twenty minutes we watched a procession of communist delegates to various peace and solidarity conferences appeal for the struggle against Imperialism and neo-colonialism to be continued, underlining the DDR's commitment to democracy and national independence and promising that whatever the Party does, it does for the good of the People.

Hypnotically swaying seas of nodding heads and clapping hands expressed their enthusiasm for the struggle of workers in countries as far apart as Mozambique and France. News from Ethiopia, Zimbabwe, South Korea, New York (solidarity with the strike of musicians from the Metropolitan Opera), Afghanistan, Yugoslavia, Algeria and the weather bureau was all crammed into the last five minutes of the broadcast.

This might sound like a televisual disaster, but, such is the fascination of being able to eavesdrop on another nation's private network, it proved to be compulsive viewing. If in the West the news is frequently trivialised to a point where fires, earthquakes and multiple pile-ups wash over us like adverts for sliced bread, it seems clear that in the East viewing the news is a test of party loyalty and stamina.

Heute Direkt is a ten part series which is taking four news programmes each from East and West Germany and, next month, two from Austria, which are lightly edited. Corinna Schnabel, who is now much more relaxed in front of cameria, introduces the items and help the British viewer with key phrases and ideas.

The series can be used with advanced learners of German in various ways. As a stimulus to group discussion its role is obvious and the programmes could also provide a valuable bank of authentic voices and language styles.

The programmes can be broken up into very short sequences for intensive study. There are ample opportunities for question and answer practice.

As an aid to listening comprehension or as a peg on which to hang written work *Heute Direkt* also has a lot to offer. Students can be asked to listen for and note key phrases, to prepare short transcriptions, to assemble lists of lexical or syntatic items or to translate. The programmes can also be used in a less formal way and reinforced with the aid of cross-words, quizzes, worksheets and games.

To help teachers make effective use of the series the BBC is co-operating with Ealing College of Higher Education and Brighton Polytechnic to produce transcripts and notes. These are available for £3 from the Language Centre, Brighton Polytechnic, Falmer, Brighton.

The BBC should continue and develop its use of foreign networks as a source of material for language learning. My main reservation about *Heute Direkt* and its companion French series *Téléjournal* is that they rarely capture the flavour of "ordinary" life. The procession of political leaders or people in crisis is only a small part of the fabric of a country. The basic idea could be extended to bring in other aspects of a country's television — light entertainment, plays, sport, detective stories, magazines, perhaps using the format of a "Pick of the Week". There are many exciting possibilities presented by authentic radio and television.

Casebook

CONTINUING EDUCATION
Claire Rayner's Casebook
Ten 25-minute programmes started Sunday October 5, 10.45 pm, BBC 1.

"Inter-personal coping skills" is a phrase difficult to utter without slipping into a transatlantic accent; it would not sound easy in Claire Rayner's warm, fast English croak. Inter-personal coping skills, however, are in this year—along with The Counselling Process, and neither is as silly as it sounds.

Claire Rayner's Casebook is meant to give comfort and advice to the many thousands of people with a life problem which may seem to them unique and hopeless, but for which there are not only parallels in other people's experience, but also effective solutions.

This is not a television Agony Column: no advice is given to individuals. Instead, the focus is on categories of problem—loneliness, depression, marital difficulties, phobias, addiction. The assumption in each case is that however bad the situation may be, there are solutions.

The first programme, which was on marital problems, looked in some detail at two real life situations and the effect which marriage guidance counselling has had. It was emphasised that counselling does not mean advice, but rather a receptive listener and an occasional nudge to help people talk through and come to understand their own situation.

Not that the counsellor is shy to make suggestions, once the clients have their own view of things clear. In one of the programme's two examples, the counsellor actually suggested divorce, after 22 years of marriage. The woman in question was interviewed along with her teenage daughter, who expressed her relief at the end of an impossible situation. As Ms Rayner said, staying together "because of the children" can be not only counter-productive but actually against the children's wishes.

Inevitably, any series of this sort is going to over-simplify. Inevitably, also, it has to stay firmly in touch with the conservative centre of our society in the kinds of positions it takes. However, *Claire Rayner's Casebook* is bound to be helpful and educational, within limits, for a wide audience.

One hopes that Ms Rayner will manage to relax as the series continues: in the first programme she speaks terribly fast and rather artificially. But she radiates warmth and caring from every pore, which is the most important thing; and communicates also the firm belief that any problem can be alleviated by common sense and trying. The series is accompanied by a general advice sheet, including the names and addresses of helpful agencies.

Nick Thomas

Management

OUTLINE OF A CRISIS

By Ian Waitt

The administrative constraints on the management of education in Britain limit the managerial goals of efficiency and effectiveness. In addition, external pressures—expenditure restraint and its consequences—are such that polytechnics are subject to a challenge to the concepts underpinning their foundation.

Educational goals in this country *have to be inferred from the sum of legislation, regulation and practice which forms the educational system.* As we have no written constitution, so we have no defined national educational objectives. However, the administrative framework, which carries the implied philosophy, is also the means by which changes which themselves threaten the philosophy can be carried out. Thus, the implication of current DES investigation of course "rationalization" and severe restriction of new courses is serious: as teacher education reorganization showed, the criteria for rationalization are not necessarily educational, or coherent, or even comprehensible.

The polytechnics may well find that their response to local needs—one reason for their creation—is heavily restricted by centrally operated criteria based upon other premises. In the absence of national goals, such a circumstance is almost routine. It makes yet more difficult the education manager's task, always complex since the "product" of education is not readily quantifiable. Even the theoretically good "product" can amount to little more than waste; a student teacher recruited in 1974, through no fault *of institutional education* manager, had become by 1977 a [illegible] market value.

The immediate problem is the use by central government of particularly blunt fiscal instruments to control public expenditure. Although there has been an increase in student enrolment this year, the "capping" of the advanced further education pool and rate support grant restrictions have had institutional consequences dramatic enough to threaten the very nature of the polytechnics.

The polytechnics were created at a time of educational expansion. *They were intended to meet the demand for higher education within the local authority system.* Concentration of full-time advanced courses in polytechnics was intended to promote efficiency and economy. Opportunities were to be created for part-time students, and students from the local authority. The aim of fulfilling vocational objectives made the polytechnics distinct from other forms of higher education.

A condition of the designation of a polytechnic imposed by the DES was that its internal government should be based on the model laid down in the Weaver Report of 1966. The atmosphere was one of expansion and a demand for greater academic democracy. Its purpose was stated clearly by Weaver: "Academic freedom is a necessary condition of the highest efficiency and of the proper progress of academic institutions"; and enforced by the DES: polytechnic systems of government must attract the essential highly qualified staff and enable them to participate fully in the decisions affecting their academic community: "these objectives can only be achieved by delegating the main responsibilities for conducting the affairs of polytechnics to suitably constituted governing bodies with a *large measure of autonomy*, and, under the general direction of the governing body, to the director and the academic board."

Thus governing bodies were charged with the general direction of polytechnics, although the general educational character of institutions was to be determined by local authorities in consultation with governing bodies. Local authority membership of governing bodies was restricted to one half, at most, the remainder being composed of representatives of the community, staff and students. Academic boards were given responsibility for the planning, development, co-ordination and oversight of academic work. Weaver stated that the boards' functions were wide, including making recommendations on staffing and consideration of the estimates.

Like all democratic systems, especially those imposed from above, the method of government was imperfect, as was some of the character of management which stemmed from it. Calls for greater academic *freedom were met by* resistance. Ministerial statements have continued to deny the claim of the Committee of Directors of Polytechnics for charter status for their institutions. The argument emanating from many local authorities was that academic democracy derogated from the true democracy: the local authority as represented by its elected members. Then came contraction.

Theoretical management approaches to educational contraction abound, but in essence there are three vital factors which theoretical approaches cannot encapsulate: without defined educational goals, and with the national body proposed by Oakes mouldering on the DES shelving with the rest of his report there is no educational bone into which an incision cannot be made—there are no limits; the result of cuts and, probably, increasing external course control, is to overthrow the system of government, and hence management, of the polytechnics; and to leave many in institutional management positions in the classic *dilemma* of middle management: pressed from below and above, and not having been formally equipped with the skills for the tasks now facing them.

An argument employed to justify the circumvention of polytechnic government runs thus. Academic democracy suits a time of expansion, but academic boards are *insufficiently informed or responsible* to have relevance at a time of contraction. Governing bodies, torn between their responsibilities to the institution and to the authority are manipulated into a rubber stamping role. Thus, the concept of the polytechnic being run by its moot of elders is replaced by that of the caucus: crucial decision are taken in effect by two or three individuals. The process may be paralleled within the local authority.

Such a view is supported by a substantial body of research carried out in the United States into contraction in universities. It is debateable whether caucus government can provide efficiency, effectiveness and economy, and produce policies which are appropriate, or even capable of implementation. *Faced with the de facto removal of* their powers, it falls to governing bodies and academic boards to demonstrate their competence to take decisions concerned with real rather than relative priorities.

Consider finally the problem facing managers within the polytechnics. The training provided for such managers who have to operate a highly complex system, and who have responsibilities for hundreds of staff, thousands of students, and budgets which run into millions of pounds, may be charitably described as inadequate. Education managers are often appointed on acade criteria (important when the Ch insists on academic leadership b exercised at such levels) with p haps acknowledgement of ma gerial aptitude or capability. Un the management skills have t learnt on the job. Many o present managers were appoi at a time of expansion. Now, h ever, the bucks which stop at th desks carry a welter of unfa alliterative titles: reorganizat *resource reallocation*; retre ment; redeployment; retrain redundancy; retirement schem

The task of those managers i continue to provide an educa relevant to perceived need (opposition, perhaps, to exte pressures) and while always quantifiable, now with shorte financial rationales; and to ma the reduction of their institu for which they have *not neces* been equipped, in conditions wh by their governmental and man ment processes are being n b circumvented. The burden als on unions, the CNAA, acade boards, governors and stud to attempt to ensure that c traction affords at mini opportunities for future covery. Despite its temptatio the apocalyptic, it is worth qu an observation of the historia A. L. Fisher: "The fact of prog is written plain and large on page of history; but progre not a law of nature. The gr gained by one generation ma lost by the next."

Dr Ian Waitt is senior lectu education management a Anglian Regional Manag Centre, N.E. London Polyte He is the editor of "C Administration", recently lished by NATFHE.

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Finance

CAPPING THE POOL

By Peter Knight

The financing of the polytechnics is a mess; the system was designed from expediency, then developed to incomprehensible complexity and, at least until last April, it only had one advantage; it worked exceptionally well!

The costs of the polytechnics and many other colleges of higher education are met by the Advanced Further Education (AFE) pool. The intention of this pool is to distribute, as fairly as possible, the costs of degree level work over all the local education authorities in England and Wales. It is this need to distribute the costs that has created many of the present difficulties.

Traditionally, higher education in this country developed as a national responsibility. The universities are free-standing institutions that receive most of their income from the University Grants Committee (UGC). The UGC receives most of its money from central government. In contrast, public sector institutions such as the polytechnics are the responsibility of an individual local education authority. With a few exceptions, such colleges have no legal identity, or corporate status, they are but one facet of a range of duties that an authority may be called upon to discharge.

Now an individual authority will meet the costs of its college of further education, its secondary schools and its primary schools out of its own rate revenue. Why should its polytechnic be treated differently? The answer to this question rests once again on the differences between a local and a national provision.

The students at the local technical college will either be resident in the authority or subject to special trade arrangements between a group of authorities. By contrast at the polytechnic the majority of the students will not be resident in the area of the maintaining authority, they will have come from elsewhere in the country, attracted by the specific courses on offer at that institution.

So, if the polytechnic was not financed differently, the maintaining authority would find itself using its rate revenue to provide a facility used in the main by the residents of other authorities. This is not a practice that has ever been attractive to local politicians even when only small sums of money were involved but when an individual institution can cost between £10 to £20 million a year it is completely unacceptable.

The problem was resolved in 1959 by sharing the costs of AFE among all l.e.a.s. Each l.e.a. contributes to the AFE pool in accordance with a formula based on its school population and its non-domestic rateable value. This contribution formula was meant to have the rationale that the school population would measure the potential use *that* an authority's residents would make of the national provision of AFE, while the industrial rate assessed the benefit that local industry might gain from having access to skilled manpower. However, it is most unlikely that even the DES at its most studious moment would attempt to defend this logic any longer. However, politically the contribution formula generates *little* excitement, instead attention is focused on how an authority withdraws money from the pool.

Before this financial year the system was simple. Each authority claimed from the pool the money that it had spent on providing AFE. In 1979-80, 99 out of a total of 105 authorities submitted a claim, the smallest claim was of the order of £3,000, the biggest in excess of £50m. The large proportio claims arise from the fact tha cost of a course is claimed, not t cost of an institution. Hence local technical college may hav single poolable course and so su mit a small claim. *Conversely* polytechnic may well have ma poolable courses and the cost those will have to be rate bo The amount of money in the po was simply set to be equal to th claims being made upon it.

The system worked extreme well. It is difficult to see how th public sector of higher educatio in particular the polytechnics, w *have developed* so rapidly in th last decade without the AFE po Unfortunately, authorities that we net contributors to the pool bega to wonder if their fellow authorities were really exercising control ov their institutions' budgets.

Put simply, it is always easy to be generous with someone else money. The fact that there w no control over an authority's cla on the pool was specifically ide tified in the *Layfield* report o Local Government Finance. Th report spoke in ominous terms a maintaining authority having by virtue of the AFE Pool, the righ to precept the rates of other auth rities; clearly changes would ha to be made.

The first serious attempt w change the pool system was ma as a consequence of the Oakes Management Report on the *Management of Higher Education in the Maintained* Sector. The report envisaged a national body to divide up the AF pool together with a system whereby individual authorities would mak small contribution to the cost o their institutions as a measure o the benefit that the authority derived from having that coll

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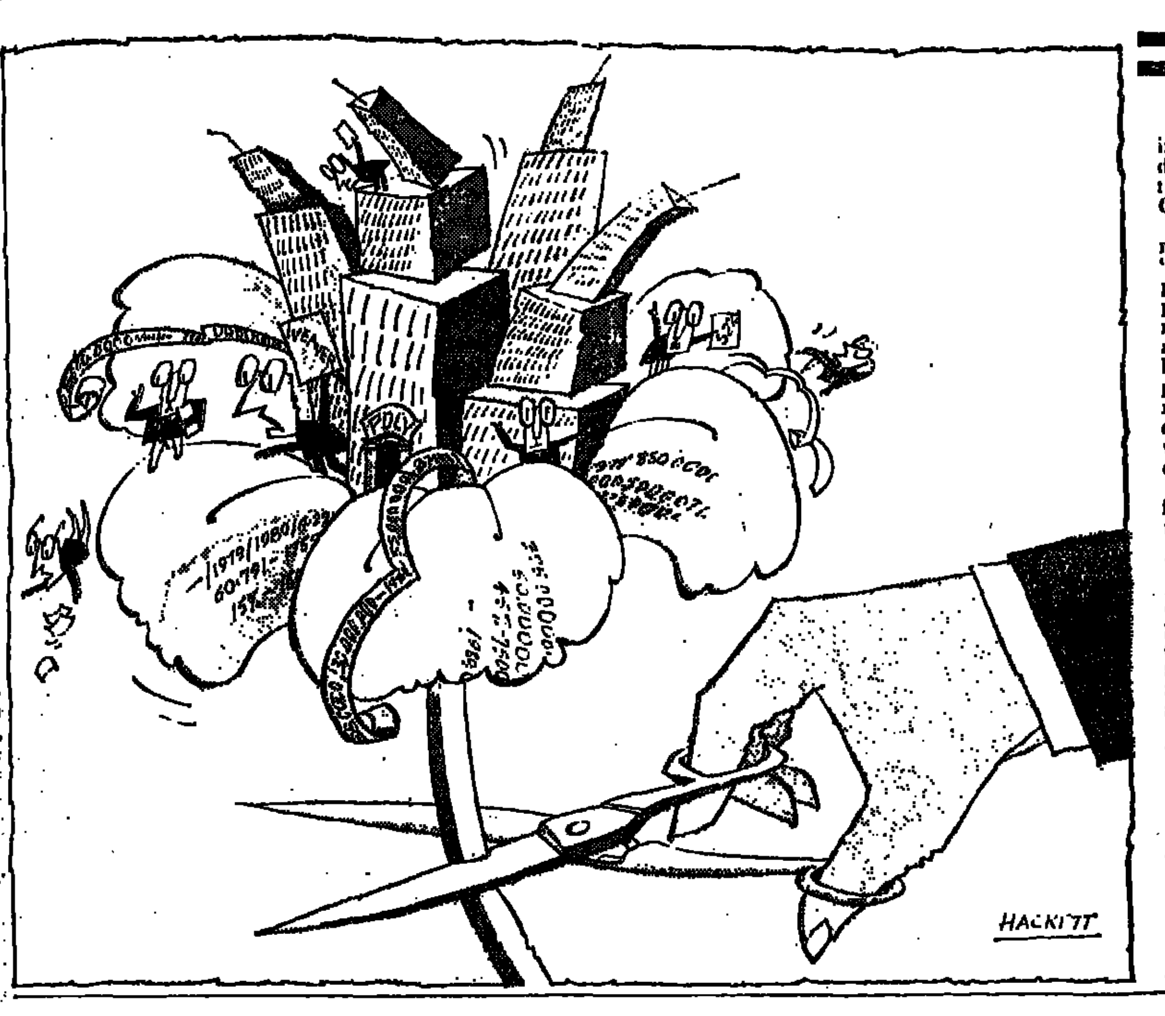

"Capping the pool" continued.

in its area. The Education Bill designed to give statutory force to these proposals fell with the Labour Government in April last year.

The Conservatives quickly announced that they intended to "cap" or pre-determine the AFE pool. The phrase "to cap" is presumably taken from the terminology of the oil industry where an oil well that is gushing forth is brought under control by "capping". An unfortunate and unfair metaphor as there was no real evidence that individual authorities were failing to exercise adequate control over their pool claims.

The AFE pool for 1980-81 was fixed at £375m, a figure substantially less than the claims that individual authorities made upon it. The moment that the money in the pool was less than the total of the claims being made, the AFE pool underwent a fundamental change of character. It was now necessary to invent a way of distributing the shortfall of money among claiming authorities.

The formula chosen took some account of the trend in an authority's claim and then cut everyone by the same percentage. This left individual authorities with the *choice of making up the shortage* in their polytechnic's budget out of their own rates, or drastically cutting courses. Unfortunately some of the larger polytechnics are located in the smaller metropolitan authorities. Consequently, a shortage of perhaps £1m on a polytechnic's budget might *mean* several pence on the rates in an urban area, a difficult political decision at the best of times. In a large county authority, a comparable shortfall could be made up by less than a penny rate increase. Capping the pool in this arbitrary way has caused significant disruption within the polytechnics. It will be some time before the full effects become known, but it is already apparent that some courses will have to close and staff, both academic and non academic, will be made redundant.

The present financial climate is bleak, but the future holds little but despair. It is possibly that Ministers may agree to a better formula for apportioning the pool in 1981-82 that avoids some of the injustices of this year's exercise. A fair system will be little comfort when the pool is likely to be capped at a level that is substantially less than the claims that will be made upon it.

Authorities with polytechnics and other colleges will find that they are faced with the difficult and unpopular choices of either paying for a proportion of the college's work out of rates, or reducing, perhaps substantially, the educational opportunities that the college has offered. If the pool shrinks to a puddle, the damage to the polytechnics will be catastrophic!

Dr Peter Knight is former president of the National Association of Teachers in Further and Higher Education.

Student numbers

ON THE BRIGHT SIDE

By Michael Locke

A surprising feature of the polytechnics in 1980 is the extent to which they look to be achieving the national policy for the polytechnics determined 14 years ago. However, progress has not been consistent, and the polytechnic orthodoxy may be better served this year than it was earlier in the 1970s.

The White Paper 1966 *A plan for polytechnics and other colleges* proposed comprehensive academic communities *in which advanced* courses could be concentrated, which would offer part-time as well as full-time courses and maintain industrial links and local and regional involvement. Its context was Anthony Crosland, the then Secretary of State's "Woolwich Speech" in which he reasserted the further education tradition of *responsiveness* to a variety of students and vocational demands.

The composition of the student body in the last academic year indicates areas in which the polytechnics as a group are fulfilling national policies. Statistics released by the Committee of Directors of Polytechnics, based on the DES survey of students in October last year, show that polytechnics have become, as intended by the DES, almost wholly advanced level institutions. Less than 3 per cent of students in polytechnics are on non-advanced level courses, whereas when the polytechnics were formed more than a quarter of their students were on non-advanced courses.

This concentration of advanced work in the polytechnics is also shown in the fact that polytechnics have more than half the advanced further education students in England and Wales, 52 per cent in 1979/80, 180,000 out of 347,000. None the less, this marginal numerical dominance has only been achieved by the transfer into the polytechnics of 37 colleges of education, while otherwise the "other colleges" have expanded their AFE faster. Recognizing, however, the traditional pattern of institutional growth that wild flowers grow more abundantly than prize blooms, perhaps this represents some achievement of Government policies.

Overall, the increase of students in the polytechnics gives them some cause for optimism. On full-time *and sandwich courses last year* there were 1 per cent more students than in 1978, but this was set against cuts in teacher training, overseas students and non-advanced FE. First year enrolments on full-time and sandwich AFE courses were up 4.6 per cent.

In terms of the policy to encourage part-time students, the statistics for 1979/80 indicate some success in that numbers on advanced courses increased by 4.2 per cent and, among them, those on "evening only" courses by 5.8 per cent. The CDP's statistics show that part-time students comprised 34.6 per cent of all advanced students at polytechnics (60,791 out of 175,775). This compares unfavourably with the situation in 1970 when the polytechnics (26 in number then) had 43.3 per cent part-timers among their AFE students. The figures for 1979/80 do, however, indicate a reversal of the drift from offering opportunities for part-time AFE.

There are also some points for optimism about national policies in considering the subjects being studied. Numbers of students on engineering and science courses are increasing, both in numbers and as a proportion of students. Students on engineering and technology courses comprised 20.3 per cent and on science and mathematics courses 12.8 per cent of all full-time and sandwich AFE students.

From 1976-7 to 1979-80 numbers on engineering rose by 12.6 per cent and on science by 15.9 per cent. This may bode well for national concerns and maintains the tradition of further education—on the latter point, probably more successfully *than* colleges of further education which have grown recently into colleges of higher education.

A phenomenon which may appeal less to the polytechnic orthodoxy, however, is the much more rapid increase in students on arts, language and literature, and music, drama and visual arts courses. Between 1976-7 and 1979-80 numbers on these three subject groups *increased from* 11,383 to 15,917, 39.8 per cent. This is presumably an effect of the transfer into polytechnics of former colleges of education and of the diversification of teacher training courses.

It is interesting, however, that numbers on administrative, business and social studies and on professional and vocational courses have not increased in anywhere near similar measure, which does not indicate *success for hopes of diversifying* teacher training into related professional courses.

The polytechnics can claim distinctiveness in the body of students for which they cater. Many more polytechnic than university students have entered after a break from full-time study (20 per cent compared with 9 per cent in universities) or from a college of further education (40 per cent against 14 per cent). *Likewise, many more are older:* 23 per cent are aged 22 or over against 8 per cent in universities. How much this distinctiveness represents a deliberate orientation of polytechnics' courses or how much an accidental consequence of the supply of students could be debated at length.

Also on the credit side of the policy balance sheet are the geographical origins of polytechnic students, *demonstrating polytechnics'* regional role though probably not as much of a local role as hoped. The CDP's figures show that half polytechnic students come from the region in which the polytechnic is located, as against 33 per cent in universities. In more detail, however, we can see that many polytechnics take more than two thirds of their United Kingdom students from the region and that it is possible usually to define a catchment area of a number of l.e.a.s rather smaller than the whole region. Thus with reference to the policy debate on the control and funding of AFE, the polytechnic facts point to local authority (possibly in consortia) rather than national responsibility for student opportunities.

The short-term future of polytechnics contains a number of uncertainties. Most immediately, there is a need to monitor the loss of overseas students and the problems of recruiting teacher training students following the Government's overkill in cutting teacher supply. More generally, all higher education is worried about the fall-off in numbers of 18-year-olds after 1982-83. For polytechnics the problem is whether they will be left with only the residue after the bulk of 18-year-old students pile into universities. On their present record, polytechnics look more secure in their numbers of older students, providing that they have learnt to serve the demands of mature students rather than simply counted them onto courses. Short courses, pitched at local industry, commerce and public services, will grow.

Thus, the prosperity of polytechnics is likely to lie in maintaining their distinctiveness, their local and *vocational orientation and their* breadth of service, in short in pursuing national policy. The questionmark that hangs over such speculation is, however, how far in "capping the pool" and inventing other financial squeezes the Government will prevent polytechnics expanding. The test for the coming months is whether DES, l.e.a.s. and polytechnics can see a way jointly to not merely put the lid on institutions but, within resource limitations, provide more opportunities for potential students.

Michael Locke is author (with John Pratt) of A Guide to Learning After School *(Penguin). He is Senior Research Fellow in the Centre for Institutional Studies, Anglian Regional Management Centre, North East London Polytechnic/Essex County Council.*

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What should we tell our pupils?

Michael Reidy

"Sir, would you tell us if the bomb was going to drop?" When the first-former raised his hand at the beginning of the drama period, I had not expected his question to render me speechless.

"Would you want to be told?" I asked, and the debate began. If their lack of awareness of drama, poetry and fiction had staggered me before, the display of scientific and military information (accurate or not) shook my sensibilities even further. Boys who couldn't tell a noun from a verb were holding forth on the subjects of gamma radiation and the effects of fallout. They knew the projections for the damage wrought by a nuclear explosion over central London, and had estimated the extent of damage they could expect on their homes.

I recalled my own school days in America and how *I* learned to stop worrying and love the Bomb. In the late fifties and early sixties I was given Civil Defence pamphlets describing how to build a fallout shelter in the basement from rubbish and stacks of books.

My physicist father was not impressed. At school we were marched into corridors and instructed to "Get into the air raid position" with a frequency which exceeded fire drills.

Later, as it became known that there might be less time than previously expected, the alternative routine of hiding under one's desk at the unexpected command "Fall-out!" was initiated. Few questioned the efficacy of a 1926 desk in an 1857 school building as a shield against thermo-nuclear attack.

But it was reassuring to hear my junior high school principal's voice *on the public address system at the height of the Cuban Missile Crisis explaining with conviction that the world was not going to end before we got home that afternoon.*

Unfortunately, we are now wiser in our knowledge of what is and is not adequate protection in the event of Armageddon—albeit a personal, local, clean neutron-bomb Armageddon. Today's pupils have a knowledge which my generation did not have. They are not going to fall for hiding under chipboard desks or crouching in nineteenth-century cellars.

So do we know what we would do? It matters not that we might never have to do it, but can we present a realistic and reassuring answer? I don't think that the brush-off—"Don't worry, it may not ever happen" is what pupils want or need.

My own inability to offer honest, useful and *credible* advice gave me a most uncomfortable 30 minutes. In the end, there was nothing to do but chicken out, and get on with the lesson.

I rejected all suggestions for improvisations on the theme "Life in a fallout shelter", not because I felt them valueless, but because I couldn't face it.

A similar question came up that week with a fourth-year class studying *Brave New World*. "Do you think that the society described in the book will develop?"

The consensus was that it would not. It would not have the chance. We'd blow ourselves up before it *could happen. I do not think I* have abnormally morbid classes, but I confess to being deeply disturbed by the impression on the consciousness of the pupils which the possibility of annihilation has made.

I have never initiated any discussions along these lines and am more hesitant than ever to do so. However, there is a great gulf between pupil and teacher on the subject. To the pupil it is the teacher who is part of the establishment system which has suspended the sword above their heads.

The teacher finds himself in the Lady and the Tiger situation, but this time with three doors. The first door represents the choice of whether or not to be a Ban-the-Bomb *activist; the second is the choice* of whether or not to promote "Bomb Consciousness" *and discuss* openly the arguments for and against nuclear armament and promote Civil Defence and other survival programmes. Behind the *third* door is the lady—but she is a harlot: the decision to remain silent.

The teacher is on exceedingly thin ice in the first two options, since the issues are riddled with political doctrine and other matters which have never before been a part of the teacher's brief. But then, neither was sex education.

What I fear is that it might be possible for a pessimistic and only partially informed perception of the future to affect a pupil's motivation.

Part of the awesomeness of the nuclear threat is the individual's feeling of helplessness. Knowledge is so specialized and decision-making so remote that even the highly educated can feel that things are beyond them.

Is this the image of our generation that we want to pass on? Are we, by our own silence, or by superficial discussions, going to transfer the tradition of not thinking about the unthinkable to our pupils?

It matters not whether one is pro or anti nuclear armament or power. It should be possible, as it was with sex education, to develop a rational programme to deal with the future our pupils can expect. Civil Defence material is useful, but it only tells what to do when the bomb drops, and offers little advice about how to keep it from dropping.

In many schools, efforts are being made to help pupils cope with unemployment and increases in leisure time. Emphasis on current affairs and the workings of local and national governments can also play an important role.

An inquiry into how pupils see the future may help to determine areas for attention. I do not mean a national poll or a sociological study; rather simple discussions with one's pupils to help assess their expectations for the future. It may reveal some interesting opinions which could influence attitudes toward the curriculum.

Like cancer, venereal disease or death itself, realistic talk about the future is guarded, hushed and *intensely* personal. We must not pry, nor can we afford to ignore.

Michael Reidy teaches English in a London public school.

Equality and PE

Roy Small
Bryan Peck

Concurrent with Sweden's adoption of the nine-year basic school for all in 1962, the Government bill in the Riksdag underlined the role of the school in meeting "the needs and requirements of society for such qualities among men and women as will inspire and promote the democratic principles of cooperation and tolerance between the sexes, and between different races and countries".

Restated in the Swedish 1968 report to the United Nations, this underlined that "a decisive and ultimately durable improvement in the status of women cannot be attained by special measures aimed at women alone; it is equally necessary to abolish the conditions which tend to assign certain privileges, obligations or rights to men". Both men and women must be able to play two roles; both must take active part in family life and be involved in work outside the home.

In schools it is clear that equality between the sexes has been a guiding principle in the curriculum. All boys and girls share the same instruction in the class room, in all subjects and in co-ed classes. For domestic science, "textile handicraft", woodwork and metal work there is a common and compulsory programme.

Sex education—also taken in co-ed classes—has been compulsory since 1956, and stresses common responsibilities of both male and female in relation to contraception, or birth, or the bringing up of children.

How does this policy work for physical education and sport, and what are the current problems? The debate on sex roles has aimed at eliminating prejudice and establishing a more liberal attitude. Male and female physical education teachers increasingly work together as a team, given adequate facilities, so that students can be divided up according to interests and not according to sex.

The impressive facilities available help ensure the effectiveness of team teaching. In the urban areas, for example, the extent of the physical education provision within community schools provides opportunity for a wide range of participation. To ensure that everyone ha an equal opportunity to devel their interests and aptitudes, chers sit down with pupils to dete mine what the physical educa programme should be, and how should be taught.

The 1979 guidelines for physi education in Sweden make thi clear priority. "Pupils shall le how to plan, implement and ev ute physical activities and to operate and take responsibility they shall develop understanding the human *differences* in phy activities." In a programme signed to individualize the course according to the interes the pupil "joint instruction for b and girls will naturally be giv

Certainly the national school physical education (in Stockh and Orebrö) are firmly co-ed tional and there are some inte ing indications that female p cipation in certain "male" spor rapidly growing. This is notabl bandy and in skiing. And—pe surprisingly—there are curre more female soccer players th male ice hockey players, in country so often associated w snow and ice. Female soccer tea compete regularly in national lea (as yet unintegrated) soccer leag

Further evidence is being p vided by Lars-Magnus Engströ *prominent researcher* currently vestigating physical activities boys and girls at different ages, seeking to disclose how yo people's practice of and interes physical activity during leisure has changed between the ages of and 20.

One conclusion is that girls te to compete to a lesser extent th boys in physical activity, but "when boys and girls have app mately equivalent opportunitie take part in physical activity, th are as many active girls as boy The evidence seen by these aut suggests an optimism in the he and in "equality".

But to quote from a recent st of trends in policy "Only in respect does social equality al 'sameness' among individuals tries to provide all individuals *the same general, fundamental* skills, the ability to function active, contributing member society and . . . above all . belief and confidence in their worth and their own opportun to continue a life-long learning cess.". In this respect, the Swed developments are well worth c tinuous scrutiny.

Roy Small and Bryan Peck lec at Jordanhill College of Educa Glasgow.

Little girls all in a row.

Unpaid, but fulfilling

Helen Holland

If only Mary Warnock ("Back to the Thirties", *The TES*, October 10) were right, I would be washing the nappies now with a clear conscience. I would be suffering from the complacency which she seems to imply comes, as a perk of the job of motherhood.

No! Women are not expected to stay at home—or rather, women are expected *not to stay* at home. They are expected to return to work or at least to express the desire to, because the word of the 1980s is "fulfilment", and, in the middle classes, and for teachers particularly it seems, motherhood cannot provide fulfilment.

Listen to the comments I regularly face:

"Don't you miss work?" ("Work" is obviously something only to be found outside the home.)

"What *do* you do all day?" (Really, Helen, for someone of your ability to be happy sitting on the floor playing "This Little Piggie" is suspect.)

And at a hospital appointment the other day:

"It says here 'Occupation—mother'. Do you mean housewife?"

The answer is "No, I mean mother." I was a part-time housewife (with no real feeling for the job) when I was a career-minded, hardworking teacher. I have now changed career, but I am as determined to make the most of this unremunerated job, as I did of teaching.

Alter your goals, your pace of life, and the fulfilment and job satisfaction are there. Teaching the recorder to juniors was hard work; I have just taught my 11-month old to blow a *whistle. How I used* to love that noisy, energetic school swimming session; water-babies class enraptures my son. Would a baby minder take my son to this? (Would I want her to?)

Who are the people who are pressurizing the new generation of mothers to "work"? Why do they feel that it is wrong for me to enjoy this "all-too-brief" phase?

Is it wrong for me to hope that my children will not become some of those pupils I remember, snuffling miserably for a fortnight through a cold that at home in bed would have lasted a few days? My husband's school troubles get far more of an airing now there is only one teacher in the family. I can even find time to furnish him with ideas now that my class 2 has lost its urgency. I've even marked a set of NFER papers (my husband doesn't feel I've lost my mental faculties by being a Mum).

Then why do I find myself protesting to my ex-deputy head ("ambitious, mother-of-two." "I'm not becoming a cabbage—honestly"? Why do I have to admit almost apologetically "I'm happy at home"? It isn't smug self-satisfaction that leads me to make tiny clothes from my old dresses, to bake our own bread, to walk and not "bus", but economy. And amid my homely pursuits I still manage to keep my brain ticking over. Is there a chance that when, as I hope to, I return to teaching, I will have been "enriched" by my sabbatical? My answer is "yes". Then why am I on the defensive? Because, Mrs Warnock, the tide *has* turned, the norm is now the teacher who must fly at home-time to pick her own kids up, the Mum who can't come to Harvest Festival because she's at work. I'm not criticising their way of life, please don't criticise mine.

Helen Holland taught until recently in a Bristol primary school.

network

■ Southlands College, part of the Roehampton Institute of Higher Education, is putting on two education lectures next month. On November 6, John White, of the London Institute, and Alan Evans, NUT Education Officer, will speak on "State Control of the Curriculum". On November 20, Neil Kinnock, MP, Tessa Blackstone, of the London Institute, and John Marsh, former Director General of the British Institute of Management, will speak on "Education for the Dole". Admission is free, and there will be time for discussion after the lectures, which *begin at 7 p.m.* Further details from Roger Marples, Southlands College, Wimbledon Park Side, London SW19 5NN, telephone 01-946 2234.

■ The fifth issue of *The English Magazine* looks at the question of media studies in schools. It includes an interview with Stuart Hall; an extract from Len Masterman's book *Teaching About Television;* an article on boys' reading by John Richmond; and an extended piece by Bob Moy and Mike Raleigh on how comprehension in English lessons can be brought alive. There is also a checklist of resources for media studies. The magazine costs 50p plus 20p *postage* and packing; or £2.10 for three issues in a year. Available from The English Centre, Sutherland Street, London SW1. Cheques and POs payable to The English Centre: Magazine.

■ The Campaign for State-Supported Alternative Schools (CSSAS) recently published its second newsletter. This gives news of initiatives in East Anglia, Leicester and Wandsworth; the up-to-date position at the White Lion Street Free School; articles on mini-schools and an intermediate treatment centre; and additions to the register of active campaign members. Subscription for four issues of the newsletter is £1: write to CSSAS, c/o Advisory Centre for Education, 18 Victoria Park Square, London, E2, tel. 01-980 4586.

■ *You Got to Move On* is a short book written by Bill Woodward when he was 13, and attending Colgrave Junior School in Newham. He wrote it after he had been looking at the stories in the reading books in the school. His own book depicts the life of a travelling family, and is illustrated with photographs taken by Pete Fryer, Newham's Photographer in Residence, then working at Little Ilford School. Copies (price 35p, inc. postage and packing) available from the Resources Centre, School of Education and Humanities, North East London Polytechnic, Longbridge Road, Dagenham, Essex, telephone: 01-597 7591 Ext. 50.

■ "New Perspectives on African History for Multi-Cultural Education in the 1980s" is the title of a talk to be given by Basil Davidson on November 13 at the Lambeth Teachers Centre. He will be looking at modern interpretations of African history, in the light of the rediscovery of Africa's past by modern historians. The talk is sponsored by the Afro-Caribbean Education Resources Project. For further details contact the Teachers Centre, Santley Street, Nr Ferndale Road, Brixton, London, SW4, telephone 01-733 3609 or 01-737 0511.

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Toys on the shelf

Barbara Tizard examines the use of toy libraries

The first toy libraries were set up to provide oversized, durable toys for handicapped children, but their development into the realm of the non-handicapped under-fives has not had the success their organizers expected. Some closed down because of loss and damage, most seemed to be used by a small number of *families*. Low income families for whom they were primarily intended seemed particularly disinclined to use them.

Because in our society toys are regarded almost as a child's birthright, this lack of interest is at first sight puzzling. Play and toys, however, mean different things to different people. Teachers often see play as an important medium for the child to learn about the world, develop skills and imagination, and express feelings. The selection of toys is seen as a serious matter, to be guided by the child's developmental needs. Adults who hold this theory prefer toys which encourage creativity, and they tend to see toys as investments which will give a return if carefully looked after.

Older theory sees play as a method of amusing children, not of *helping them develop*. The adult's role here is seen as all or none: either he works the toys to amuse the child or the child is expected to occupy himself without an adult. Toys are not expected to last very long, or to need maintenance.

Many parents buy both developmental and occupational toys, and some toys belong in both categories. Toy libraries generally contain only developmental toys such as paints, Lego, bricks, jigsaw puzzles, sorting and threading toys and games such as picture lotto which teach shape and colour. Most of these require an adult's participation or help.

One might expect toy libraries to appeal to middle-class parents, who are likely to share the teachers' values and *ideas. But complex feelings* influence attitudes to toy *libraries*. Since toys are often thought of as possessions or given as gifts, or bought in response to advertising pressure, the idea of the library as simply a practical idea is obviously an over-simplification.

To test some of these ideas, we interviewed parents in two London nursery schools which have toy libraries. In the white-collar school, half the fathers were white collar workers, the great majority white, and born in the United Kingdom. In the inner city school only a fifth of the parents were in white collar jobs, and nearly half had been born outside the United Kingdom, mainly in the West Indies and Spain. Incomes were often low. In each school we interviewed 10 mothers who were regular toy library users and 10 who were not. There were equal numbers of boys and girls, and three and four-year-olds, in all groups.

Many of the white collar children were getting a lot of attention. "I pick him up from the nursery at 3.30 each day and devote the next two hours to him, till his father gets back." An "inner-city" mother answered rather differently. "I'm not one of them mothers who run round after their kids all the time. They play with each other." This lack of participation in play did not necessarily mean lack of contact. Another inner-city mother said "No, I don't play with him much. He likes to help dry the dishes, and carry my shopping, he likes me to read to him."

White collar parents usually played with puzzles, construction toys, board and card games, whilst inner city parents often joined in vigorous play. "He likes us to play hide and seek, and monsters". They often commented that the child did not play much with toys, but preferred to play with other children.

There were massive differences in the toys given to boys and girls. These were evident in both schools, although they were rather more strongly marked in the inner city schools. Twice as many boys as girls were said to play with bricks and construction toys, more than three times as many boys as girls played with transport toys, bicycles, scooters, balls and Action Man. No girls played with guns, shooting ranges, Scalectrix car tracks and electric train sets, whilst only two boys played with dolls.

In the white-collar school the smallest amount spent on Christmas presents for the nursery child was £5; the largest £110. (This was Christmas, 1978.) Two-thirds of the parents had spent between £5 and £20 on the child, the rest more. In the inner-city school less had been spent. The range was £2.50 to £70. Fifty per cent of the parents had spent between £5 and £10 on the child. Only one parent in each school had made a toy, and none had bought second-hand toys.

We asked the mothers how they chose their presents. In both schools, just over half the mothers said that they had bought toys which the child had asked for. In the white-collar school 85 per cent of mothers said that they had chosen toys which they thought the child needed, or would complement his interests, or be of value for several years. Few mothers in the inner-city school gave these kind of reasons. Several had bought on impulse: "I just saw a music-box in the market, and bought it."

We tried to get at the parents' criteria for judging toys by asking "which is the best toy you have ever bought? Why do you think it was best?" In the white-collar school the most frequent choice was construction toys but in the inner-city school bikes or tricycles were named most often, followed by dolls and dolls' prams, with only three parents mentioning construction toys.

In the white-collar school 70 per cent of the mothers gave one or more developmental reasons for nominating their best buy, while in the inner-city school only 20 per cent gave reasons of this kind. The reason given most frequently by inner-city parents was that the toy kept the child occupied for a long time.

Next, we asked "Have you ever bought toys you think your child will learn from?" All but one mother in the white-collar school answered "Yes", and several said that they would never buy a toy unless they thought their children could learn from it.

Seventy-five per cent of the inner-city school mothers said that they had bought educational toys, but they generally used this term to mean instructional toys, mainly jigsaw puzzles and ABC and counting games.

When we asked "Do you like toys and games?", only half the mothers answered "Yes". The remaining 50 per cent were evenly divided between those who had mixed feelings and those who actually disliked toys. The main objections were that children had too many and didn't play with them, that they were a nuisance and made the house untidy, and that they were unnecessary, "he prefers my pots and pans". "What they like best is being with people". Some people felt that toys were positively harmful because they stopped children using their imagination.

We followed this by asking "Do you think he has enough toys?". All the mothers in the white collar school, and all but three very low income mothers in the inner-city school, said yes to this. Some also said: "He has far too many". When we asked whether there were any toys at all which they would like to buy their child if they could afford to, 90 per cent of mothers in the white collar school said "No", but nearly half of the inner-city school mothers said "Yes". The toys they wanted to buy were expensive ones, not stocked by toy libraries—mainly bicycles, pedal cars, and dolls prams.

It was no surprise that the toy library in the white collar school was not well used. Of the ten mothers who were said to be regular users, only five had borrowed toys within the past month. We asked the other fifteen mothers why they did not make more use of the library. The reasons given most often were that the child had quite enough toys of his own, and that the toy library toys were "too young."

The regular users in the inner city school borrowed toys quite frequently. All had used it within the past month. But half were critical of the selection of toys. "They seem to emphasize educational toys, puzzles and that, but the kids go into Woolworths and see all the attractive toys there, and after that the toy library looks a bit old-fashioned." The non-users said they did not borrow toys because they were worried about damage and loss.

In the white collar school there was little difference in the social background or in the kinds of answers given to interview questions. In the inner-city school, users and non-users formed much more distinct groups. The non-users were more likely to have been born outside the United Kingdom; they spent less money on Christmas presents for their children, and the children were less likely to be given toys by friends and relatives.

In the white collar school in our study, few parents showed much enthusiasm for the toy library. Their children were already well supplied with developmental toys, the toys in the library tended to be too easy for them, and many of the mothers had an ambivalent attitude to toys although they considered that children needed and learnt from toys, they also felt that their children had too many toys, and didn't play with those they had.

The situation is different in disadvantaged areas. Here, some parents have little money to spend on toys, although others may equip their children with a fleet of bicycles and pedal cars. Our interviews in the inner city school, though, supported our initial expectation that mothers who did not share the teachers' theories about toys would make little use of a toy library, however poor they might be.

Because they expected their child to play without supervision, their anxiety about loss or damage to toys was realistic, and they did not want to harbour toys which required adult help. Even viewed as a means of occupying children, toys were less important to them than to the white collar mothers. More social activity was usually available.

Since their criteria for judging toys were different, the toys supplied by the school looked unattractive. Jigsaw puzzles and blocks cannot compete with flashing laser guns and clockwork robots unless one has a theory about why they are important. "Educational" play is seen as a matter for the school; at home the child should be free to amuse himself with his bike, his guns, or his dolls.

It is important not to misinterpret this attitude. Parents did interact with their children, but their interactions tended to occur in the context of housework, social activities and active play rather than play with toys.

The toy industry might usefully fund research of this nature. Until we have such evidence, there is no firm basis for persuading parents to buy or borrow particular types of toys. Some parents want to buy expensive toys like tricycles but cannot afford it. Instead of providing toy libraries, local authorities might consider schemes to help parents buy such toys at reduced prices.

Telling tales

by Sarah Segrue

Fairy tales are almost as much a part of childhood as learning to walk and talk. Now four of them have been taken by children's author and illustrator, Mr Malcolm Carrick, and put on cassette with accompanying filmstrips.

The four tales are *Little Red Riding Hood, The Elves and the Shoemaker, The Huge Turnip* and *The Three Little Pigs.* They can be enjoyed as stories or, with the help of teacher's notes, can be used to explore respectively the areas of travel; work and jobs; shape, size and food; and where we live.

Although Mr Carrick is familiar with the combination of aural and visual through his work on the children's television programmes *Playschool* and *Playaway*, combining tapes and filmstrips is a new venture for him.

The stories have been aimed at four to eight year olds and adapted in a way which should satisfy the traditionalists as well as teachers who want to encourage children to talk and think about wider issues. Each tale is illustrated by 16 pictures, each with at least one talking point. Schools in the city and in the country were used to evaluate before final production.

Little Red Riding Hood still meets the wolf with his big ears, eyes and teeth, at her grandmother's cottage, but the wolf also tries to lure her into the dark forest by offering various forms of transport ranging from skis to trains.

Teachers can develop these ideas from suggestions in the notes. With trains, for example, the teacher can compare their speed with other types of transport, look at the old steam trains and ask about the noise they make.

Mr Carrick's main experience in working with children has been in the play and entertainment areas, running playparks and adventure playgrounds during vacation from art school. "It was not a very big gap to think of illustrating just for children. Hopefully, you have a sense of what they will understand."

The four fairy tales have been prepared individually and each frame of the four filmstrips is remarkably detailed. To an adult, there is almost a feeling that there is too much presented. The author hopes that children will continue to find interest in the pictures.

Although the fairy tales are traditional, some of the stereotypes have been avoided. In *The Three Little Pigs*, for example, it is a female pig who builds the house of brick. "I often, quite unconsciously, have girl heroes mostly because you can have a joke about the stereotypes", said the author.

Filmstrip Productions offer a sample sheet including one frame from each of the four stories, plus a brief résumé, to potential purchasers. The Springboard titles are, *The Elves and the Shoemaker, The Huge Turnip, The Three Little Pigs, Little Red Riding Hood.* Filmstrip and cassette cost £6 each plus VAT and postage, or £20 for the set plus VAT and postage.

Filmstrip Productions Ltd, 12-13 Henrietta Street, London WC2E 8LH.

One of the illustrations from "The Huge Turnip".

TES 31.10.80

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BEXLEY
ERITH COLLEGE OF TECHNOLOGY
LECTURER Grade I in CHILD DEVELOPMENT.
Please see display advertisement under COLLEGES OF FURTHER EDUCATION.

WALTHAM FOREST
(London Borough of)
The Borough is within easy reach of Central London and is bordered by Epping Forest.
Required for January 1981:
OAKHILL PRIMARY SCHOOL
Alders Avenue, Woodford Green, Essex IG8 9PY
Head Teacher: Mr. J. R. Thorne
An enthusiastic TEACHER for a new purpose-built Nursery Unit attached to this Primary School.
[illegible] London Allowance.
Application forms (please enclose stamped addressed envelope) obtainable from, and returnable to, the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.
Closing date: November 14, 1980.

Primary Education

Headships

BERKSHIRE
VICTORIA PARK NURSERY SCHOOL
Victoria Park, Newbury, Berks. RG13 1EJ
Required April 1981:
HEAD TEACHER (Group 1)
Application forms and further details from Director of Education (ES/JEB), Shire Hall, Shinfield Park, Reading, Berks. RG2 9XE.
Closing date: November 26, 1980.

BERKSHIRE
SHEFFORD C.E. (CONTROLLED) SCHOOL
West Shefford, Newbury, Berks. RG16 7AG
Required April 1981:
HEAD TEACHER (Group 3)
Application forms and further details from Director of Education (ES/JEB), Shire Hall, Shinfield Park, Reading, Berks. RG2 9XE.
Closing date: November 26, 1980.

BERKSHIRE
WINCHCOMBE COUNTY INFANTS SCHOOL
Maple Crescent, Newbury, Berks. RG13 1LN
Required April 1981 -
HEAD TEACHER (Group 1)
Application forms and further details from Director of Education (ES/JEB), Shire Hall, Shinfield Park, Reading, Berks. RG2 9XE
Closing date: November 26, 1980.

BROMLEY
(London Borough of)
MALCOLM PRIMARY SCHOOL
Malcolm Road, Oakfield Road, Penge SE20 8R
HEAD TEACHER. Group 6. Applications are invited from suitably qualified and experienced Teachers *for the above post, which* becomes vacant from September 1981.
Removal and assistance with associated expenses payable in approved cases.
Application forms and further details available from the Director of Education, [illegible] to whom they should be returned by December 1, 1980. (S.A.E. please).

BUCKINGHAMSHIRE
WYCOMBE DIVISION
SPEEN C.E. (AIDED) FIRST SCHOOL
Speen, Aylesbury
Appointment of HEAD TEACHER (Group 1)
(Present Roll 47)
This Headship will become vacant from January 1, 1981.
Applicants should be communicants of the Church of England and capable of giving Religious Instruction in collaboration with the parish incumbent. Music ability helpful. School house possible.
Further particulars etc. obtainable from Divisional Education Officer, Thame House, Castle Street, High Wycombe HP13 6SD, upon receipt of stamped addressed envelope.
Closing date November 21, 1980.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
HANNAH BALL COUNTY FIRST SCHOOL
Philip Road, High Wycombe
Appointment of HEAD TEACHER (Group 4)
(Present roll 164)
This Headship will become vacant shortly.
Further particulars etc. obtainable from Divisional Education Officer, Thame House, Castle Street, High Wycombe HP13 6SD, upon receipt of stamped addressed envelope.
Closing date November 21, 1980.

CAMBRIDGESHIRE
MARCH AREA
GUYHIRN C.E. CONTROLLED PRIMARY SCHOOL
Guyhirn, Wisbech, Cambs.
Group 3, Roll 95
Required for April 1981:
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this Group 3 Primary School.
There is a possibility of housing. Would previous applicants please confirm that they wish to be reconsidered.
Further details and forms of application are available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1UJ (S.A.E. 1st class).
Closing date for receipt of applications, November 14, 1980.

CAMBRIDGESHIRE
PETERBOROUGH AREA
YAXLEY C.E. AIDED JUNIOR SCHOOL
Lansdowne Road, Yaxley, Peterborough
Previous applications will be reconsidered.
Group 5, Roll 280
Required for April 1981:
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this Group 5 school. Applicants should be in sympathy with the aims of a C.E. Aided School.
There is a possibility of assistance being given with housing in appropriate cases.
Further details and forms of application are available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1UJ (S.A.E. 1st class).
Closing date for receipt of applications, November 14, 1980.

CAMBRIDGESHIRE
PETERBOROUGH AREA
ELY DIOCESE
ELTON C.E. AIDED PRIMARY SCHOOL
School Lane, Elton, Peterborough PE8 6RS
Group 1, Roll 48
Required for April 1981:
HEAD TEACHER
The Governors invite applications from suitably qualified and experienced teachers who are in sympathy with the aims of a C.E. Aided School.
Further details and forms of application are available from the Senior Area Education Officer, Education Office, Touthill Close, City Road, Peterborough PE1 1UJ (S.A.E. 1st class).
Closing date for receipt of applications, November 21, 1980.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for Removal Expenses.
TRELOWETH COUNTY PRIMARY SCHOOL
Near Redruth, Cornwall.
Group 4.
Number on Roll: 157.
Post available from April 27th 1981.
Closing Date: November 24th 1980.
Applications are invited from suitably qualified teachers for this Primary HEADSHIP.
Application form and further details from and returnable to the Secretary for Education, County Hall, Truro, TR1 3BA, on receipt of a stamped addressed envelope.

HAMPSHIRE
SOUTH FARNBOROUGH COUNTY JUNIOR SCHOOL
Cunnington Road, Farnborough, Hampshire
Number on roll about 350
Required for April, 1981
Applications are invited for the post of HEAD TEACHER, Group 6 School. Closing date 17th November, 1980.
Application forms and further details obtainable from the Area Education Officer, Crossways, Boundary Road, Farnborough, Hampshire, on receipt of a stamped addressed envelope.

HAMPSHIRE
BURSLEDON C.E. (CONTROLLED) INFANT SCHOOL
Long Lane, Bursledon, Southampton SO3 [illegible]
HEAD TEACHER required for this Group 4 School for Easter 1981.
Further details and application forms available from the Area Education Officer, Southgate House, St. Swithun Street, Winchester, on receipt of a foolscap stamped addressed envelope. Closing date for completed application forms: November 14, 1980.

HAMPSHIRE
NEWPORT COUNTY INFANT SCHOOL
Newport Road, Aldershot
(Number on roll about 130)
Required for April, 1981:
Applications are invited for the post of HEAD TEACHER—Group 3 school.
Closing date: November 17, 1980.
Application forms and further details obtainable from the Area Education Officer, Crossways, Boundary Road, Farnborough, Hampshire, on receipt of a stamped addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
PRIORS WOOD JM & I SCHOOL
Cozens Road, Ware
HEAD required from April 28, 1981. Group 4, Salary £8,838 to £9,852 plus £213 fringe allowance.
Application *forms* and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BQ. Closing date: November 21, 1980.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Re-advertisement
HEAD required for April 1981 for DRIFFIELD C.E. INFANTS SCHOOL
Driffield, North Humberside
Number on Roll: 317
(Autumn Term 1980, this figure includes 48 part-time nursery pupils)
Age Range 5-7
Group 6
Application forms and further particulars are obtainable from the Director of Education, (HQ Schools) County Hall, Beverley, North Humberside HU17 9BA (Tel. (0482) 867131, Ext. 416), to whom completed forms should be returned not later than Friday, November 14 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
Appointment of HEAD TEACHER
EAST MALLING, BLACKLANDS COUNTY PRIMARY SCHOOL
Mill Street, East Malling
Group: Six
(Number on roll: 273)
Appointment to take effect Summer Term, 1981.
Application form and further particulars from Divisional Education Officer, 123 High Street, West Malling, Kent, to whom they should be returned by November 14, 1980.

KIRKLEES
METROPOLITAN COUNCIL
BATTYE STREET INFANT'S SCHOOL
(Reference: 147a)
Battye Street, Heckmondwike
West Yorkshire
Applications are invited from suitably experienced TEACHERS for the HEADSHIP of this Group 3 school which caters for the age range five to seven years. The appointment will date from Easter 1981.
Further particulars and application forms (S.A.F.E. please) from the Director of Educational Services (Reference "S"), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of the announcement of this notice.

LEICESTERSHIRE
SHEPSHED OXLEY COUNTY PRIMARY SCHOOL
HEADSHIP (Group 4)
HEAD required from April. Approximately 264 on roll. Details on request (S.A.E.).
Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by November 18, 1980.

LEICESTERSHIRE
STATHERN COUNTY PRIMARY SCHOOL
HEADSHIP, GROUP 1
HEAD required April. Approximately 32 on roll. Details on request (S.A.E.).
Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by November 18.

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of: HEMPLAND COUNTY INFANT SCHOOL
York
(Group 4)
Send stamped addressed envelope for application form and details to County Education Officer, County Hall, Northallerton, DL7 8AE, to whom completed forms should be returned within fourteen days of this advertisement.

OXFORDSHIRE
COUNTY COUNCIL
DORCHESTER ST. BIRINUS C.E. (C) SCHOOL
near Abingdon
Required at Easter, 1981 or earlier if possible, a HEAD TEACHER for this Group 1 5-11 Primary School with approximately 80 on roll.
Application forms and further details obtainable from the Chief Education Officer, Macclesfield House, New Road, Oxford, OX1 1NA, to whom they should be returned within two weeks of the appearance of this advertisement. S.A.E. please.

OXFORDSHIRE
COUNTY COUNCIL
WILLIAM MORRIS C.P. SCHOOL
Banbury, Oxfordshire
Required from April, 1981, a HEAD TEACHER for this Group 5 Primary School with approximately 230 on roll.
Application forms obtainable from the Chief Education Officer, Macclesfield House, New Road, Oxford OX1 1NA, to whom they should be returned within two weeks of the appearance of this advertisement. S.A.E. please.

OXFORDSHIRE
COUNTY COUNCIL
THE DIOCESE OF OXFORD
HEADSHIP
WITNEY CHURCH OF ENGLAND PRIMARY SCHOOL (AIDED)
(THE BATT SCHOOL)
HEAD TEACHER required for this Group 4 5-11 primary school for April 1981. Anglican communicant wanted. Witney is 12 miles from Oxford. This is a school of some 240 children.
Application forms and further details obtainable from the Clerk to the Governors, 59a Corn Street, Witney, to whom they should be returned within a fortnight of the appearance of this advertisement.

ilea INNER LONDON EDUCATION AUTHORITY

For Teaching Posts In The Inner London Area

See page 48

Classified Advertisements

The charge for advertising in all classifications is £1.20 per line (minimum 3 lines).

Display in classified advertisements £7.00 per single column cm (minimum space 9.5 cm double column at £133.00).

A charge of £2 is made for Box Number facilities.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copy should be sent to :—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road,
London WC1X 8EZ,
by Monday for the following Friday's issue.

Bedfordshire Education Service

General Advisor

(Education of Young Children)

2 Posts

£11,664-£12,699 (Burnham Group 8)

Applications are invited from suitably experienced candidates for these 2 posts in the Bedfordshire Advisory and Inspection Service.
Applicants should have broad experience at Senior Management level in schools or in an advisory service and direct experience of working with children in the 3-9 age range. One of the two postholders will be required to specialize in the nursery and infant age range and the other with the older primary age range. In addition, they will be expected to offer advice in one of the areas of reading, number work or primary science. These are suitable posts for Heads wishing to enter the Advisory and Inspection Service.
The posts qualify for an essential car user allowance and the Authority also operates a car loan scheme.
Approved removal expenses paid.
Application forms and further details obtainable from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford, or telephone Steve Johnson on Bedford 63222 Ext 345.
Closing date 17th November, 1980.

Bedfordshire

PRIMARY
continued

Deputy Headships Senior Masters/ Mistresses

EALING
(London Borough of)
EDUCATION SERVICE
OAKLANDS FIRST SCHOOL
Oaklands Road, Hanwell, London W7 2DP
DEPUTY HEAD TEACHER required for April 1981, or earlier if possible. Group 4 salary plus £759 London Allowance and Social Priority Allowance.
Possibility of assistance with removal expenses.
Application forms (S.A.E.) from Head teacher to be returned within two weeks of the appearance of this advertisement.

HAMPSHIRE
SILCHESTER C.E. (AIDED SCHOOL)
Silchester, Reading, Berks., RG7 2NJ
Group 4
Number on Roll: 205
DEPUTY HEAD required for Summer Term 1981, or earlier. Vacancy due to promotion.
An experienced and committed TEACHER, a communicant member of the Church of England, and in sympathy with the aims of a church school is required.
This is a key appointment, as the successful applicant will play a major part in the management of the school.
Well qualified teachers with proven qualities of leadership, organization and a successful classroom record should apply (with S.A.E. please) to the Headmaster, from whom further details are available.

LEICESTERSHIRE
GREAT DALBY COUNTY PRIMARY SCHOOL
Kirkby End, Great Dalby,
Melton Mowbray, Leicestershire LE14 2HA
Head: Mr. M. N. Hubbard
DEPUTY HEAD, Group 3
DEPUTY HEAD required January or April. Approximately 90 on roll. Music an advantage. Details from the Head on request (S.A.E.).
Apply (no forms) with full particulars and the names and addresses of two referees to the Head by November 10.

WEST SUSSEX
CUCKFIELD C.E. (AIDED) PRIMARY SCHOOL
Group 4.
Church Street, Cuckfield,
Near Haywards Heath,
West Sussex RH17 5JZ
DEPUTY HEAD required April, 1981, a well-experienced Teacher with interest in curriculum development. A person with positive Christian commitment is sought in sympathy with the aims of an Aided school.
Form and details from Head Teacher on receipt of S.A.E.

WEST SUSSEX
EDWARD BRYANT COUNTY PRIMARY SCHOOL
London Road, Bognor Regis PO21 1BQ
(Group 5, approximately 200 on roll)
Required April 1981, DEPUTY HEAD TEACHER with experience of teaching Juniors for Group 5 school (200 on roll, aged five to 11).
Form and details from Headmaster on receipt of S.A.E.

Other Posts on Scale 2 and above

AVON COUNTY
SCHOOL OF CHRIST THE KING
J.M. & I. R.C.
Filwood Park, Bristol BS4 1HD
Required as soon as possible, experienced TEACHER for Junior Class. Ability to contribute towards an area of the curriculum desirable. Scale 2 post for suitable applicant. S.P.A. allowance payable.
Application by letter to the Head immediately with curriculum vitae and names of two referees.

DEVON
See block advertisement on page 42.

EALING
(London Borough)
EDUCATION SERVICE
BERRYMEDE FIRST SCHOOL
Park Road, North Acton,
London W3 8SJ
Required as soon as possible, a lively and enthusiastic TEACHER at this modern open plan school for one of the following subjects: MATHEMATICS, SCIENCE, MUSIC or A.V.A. Scale 2 salary plus Social Priority Allowance.
Application forms from Head Teacher (S.A.E.) to be returned as soon as possible.

DORSET
COLEHILL COUNTY FIRST SCHOOL
Middlehill Road, Colehill, Wimborne
Required January or April, 1981, TEACHER for vertically grouped infant class (5-7 years) with special responsibility for Art, Craft and Parent Teacher liaison. Scale 2. Assistance with removal and legal expenses. Closing date November 14th.
Application forms and further details from the Headmaster on receipt of S.A.E.

EALING
(London Borough)
EDUCATION SERVICE
WEST ACTON FIRST SCHOOL
Noel Road, Acton, London W3 0JL
Required as soon as possible, a NURSERY TRAINED TEACHER. Possibility of a Scale 2 salary for Music but not essential.
Please contact Head Teacher for further details.
Application forms from Head Teacher (S.A.E.) to be returned as soon as possible.

HAMPSHIRE
VELMEAD COUNTY JUNIOR SCHOOL
Velmead Road, Fleet, Hampshire
(Number on roll 364)
Scale 3
YEAR LEADER upper juniors. State curriculum interests.
Closing date one week after appearance of this advertisement.
Letter of application nominating two referees to Head Teacher with S.A.E. for details.

NELSON INFANT SCHOOL
Napier Road, London E6 2SE
Head Teacher: Mrs S. Dadd
Number on roll: 230

HEAD TEACHER

Group 5

Required January 1981 or as soon as possible.

The school has a newly established Speech Unit for children with severe speech and language difficulties in their mother tongue. London Allowance: £759.

Application forms and further particulars available from the undersigned to whom completed forms should be returned by 14th November 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

LONDON BOROUGH OF NEWHAM

Bedford Education Service

Headship

Heath V.A. Lower School
Heath and Reach, Leighton Buzzard, Beds.

GROUP 2

Applications are invited from Active Communicant Members of the Church of England for the Headship of the above school.

Estimated number on roll, January 1981: 61 children aged between 5 and 9 years.
Application forms and further details available from the Chief Education Officer, County Hall, Bedford.

Closing date November 21st 1980.

Bedfordshire

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
SWINEMOOR COUNTY JUNIOR SCHOOL
Cullman Avenue, Beverley, HU17 [illegible]
(N.O.R. 342)
TEAM LEADER—Scale 3—Required in January or April 1981 an experienced teacher to be responsible for a vertically organised team of three classes (one class each 2nd, 3rd and 4th year juniors) with initial class commitment to 4th year juniors. Proven strength in two or more of the following would be a distinct advantage—Communication Skills, Mathematics, Environmental Studies, Art.
Application forms and further details are available from the Head at the school (S.A.E. please) to whom completed forms should be returned by November 10th 1980.

NEWHAM
(London Borough of)
AVENUE JUNIOR SCHOOL
Meanley Road, London E12 6AR
Head Teacher, Mr. S. A. Gedge
Number on roll 300
TEACHER OF MUSIC
Scale 3
Required January, 1981, or as soon as possible thereafter.
London allowance £759.
Application forms available from the undersigned, to whom completed forms should be returned by November 21, 1980.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NEWHAM
(London Borough of)
ST. FRANCIS R.C. INFANT SCHOOL
Maryland Park, London E15 1HB
Head Teacher: Miss C. A. Flynn
Number on roll: 170
TEACHER with responsibility for religious co-ordination throughout the school.
Scale 2.
Required January 1981 or as soon as possible thereafter.
Parental involvement is very much a part of school life.
Applicants for this post must possess the Catholic Teacher's Religious certificate.
Visits to the school are welcome.
London Allowance: £759
Application forms available from the Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.
Application forms available from the Clerk to the Governors, J. H. Palling, Director of Education, Education Offices, Broadway, Stratford, London E15 4BH, to be returned by November 21, 1980.

Scale 1 Posts

AVON COUNTY
ST. MARTIN'S V.C. J.M. SCHOOL
Spring Hill, Worle,
Weston-super-Mare, BS22 9BQ
Required from January, enthusiastic TEACHER for Upper Juniors. Interest in boys' games desirable but not essential. Please state interests. Scale 1.
Application by letter to the Head immediately with curriculum vitae and names of two referees.
Quote 329—3.10.80.

BURY
(Metropolitan Borough of)
TEACHING APPOINTMENT
WALSHAW C.E. PRIMARY SCHOOL
Church Street, Walshaw, Bury
Required for May 1, 1981 (or earlier if possible), TEACHER (Scale 1) for MUSIC. (A Scale 2 post will be available for a suitably experienced candidate).
Application forms and further details obtainable from the Director of Education, Education Department, Athenaeum House, Market Street, Bury, and returnable to the Reverend R. Hope, Christ Church Vicarage, Walshaw, Bury, by November 14, 1980.

DEVON
See block advertisement on page 42.

HARROW
EDUCATION COMMITTEE
GRANGE FIRST SCHOOL
Welbeck Road, Harrow HA2 0RJ
Telephone: 01-422 5054
Enthusiastic and adaptable TEACHER required for January for this First School with Nursery class attached. Possible responsibility for Language Development and care of the Library. This is a Scale 1 post, but a Scale 2 post is available for a suitable candidate.
Application forms from and to be returned to Head Teacher by November 14, 1980.
Please *enclose stamped addressed* envelope.

HARROW
EDUCATION COMMITTEE
ST ANSELM'S R.C. FIRST AND MIDDLE SCHOOL
Roxborough Park, Harrow, Middlesex
Tel: 01-422 1600
Required for January 1981, a practising Catholic TEACHER for a class of fourth year first School boys and girls. Scale 1 salary plus £498 London Allowance payable.
Application forms from and to be returned to Head Teacher by November 14.
Please enclose stamped addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
WHITEHILL J. M. SCHOOL
Whitehill Road, Hitchin, Herts.
Enthusiastic Junior School TEACHER with high standards required for January 1981 to teach a third year junior class. A wide range of junior school interests will be required, including the reorganization of games.
Please apply to the Head (Hitchin 51188) giving two referees and full details of previous experience.

KIRKLEES
METROPOLITAN COUNCIL
HINCHLIFFE MILL JUNIOR AND INFANT SCHOOL
Waterside Lane, Holmbridge, Huddersfield
(Ref. 148a)
Required from January, 1981, for two terms only, an experienced INFANT TEACHER, Scale 1, for a vertically grouped class of 5-7 year olds. Ability to take Music an advantage.
Application forms (s.a.f.e., please) from the Director of Educational Services (Ref. "S"), Oldgate House, 2, Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of the appearance of this notice.

NEWHAM
(London Borough of)
ST. FRANCIS R.C. INFANT SCHOOL
Maryland Park, London E15 1HB
Head Teacher: Miss C. A. Flynn
Number on roll: 170
CLASS TEACHER Scale 1 required January 1981 or as soon as possible thereafter.
Parental involvement is very much a part of school life.
Applicants for this post must possess the Catholic Teacher's Religious Certificate.
Visits to the school are welcome.
London Allowance £759.
Application forms available from the Director of Education, Education Offices, Broadway, Stratford, London, E15 4BH.
Application forms available from the Clerk to the Governors, J. H. Palling, Director of Education, Education Offices, Broadway, Stratford, London E15 4BH, to be returned by November 21, 1980.

OXFORDSHIRE
COUNTY COUNCIL
ASHBURY PAROCHIAL C.E. (A) SCHOOL
Ashbury, Nr. Swindon
Required from January 1981 for two terms with a possibility of permanency, a temporary *INFANT TEACHER (Scale 1)* for this two teacher school.
Apply immediately to the Headteacher with curriculum vitae and names of two referees. S.A.E. please.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAESYRHANDIR C.P. SCHOOL
Newtown
Required for 27th April, 1981, a qualified ASSISTANT TEACHER. Scale 1. Ref.: 317.
Application forms obtainable from the Director of Education, Powys County Hall, Llandrindod Wells, to whom completed forms should be returned by 14th November, 1980.

ROCHDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
PRIMARY SCHOOL
ST. GABRIEL'S C.E. (4 to 11)
Aspinall Street, Middleton, Manchester
Telephone: 061-653 9587
Scale 1
To take first class (4 to 5-year-olds) in this five-class open-plan Primary School.
Application forms available from Chief Education Officer, P.O. Box 70, Municipal Offices, Smith Street, Rochdale, on receipt of a foolscap stamped addressed envelope and should be returned to the Head Teacher at the school as soon as possible.

Middle School Education

Deputy Headships Senior Masters/ Mistresses

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
MILEFIELD MIDDLE SCHOOL
Engine Lane, Grimethorpe
Barnsley
(nine to 13 mixed: *No. on roll* 440)
Headteacher: M. Cromey-Hawke
Required for Easter 1981 or earlier if possible:
DEPUTY HEADTEACHER, Group 6.
Applications are invited from suitably qualified and experienced teachers for the above post.
Milefield School is the first purpose built middle school and has an excellent and continuing reputation as a pioneer in the development of education in the middle years. The post is made vacant by the promotion of the present Deputy to a Headship.
Application forms and further details obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley (S.A.E. please).

Education

Appointment of Headteacher

Glaisdale Comprehensive School
Glenbrook Crescent, Bilborough, Nottingham.
Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the present Headteacher.
Number on roll: 734 (11-16)
Salary Group: 9
Vacant: Easter, 1981
Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.
Closing date: 14th November, 1980.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

By Subject Classification

Modern Languages

OXFORDSHIRE
COUNTY COUNCIL
DONNINGTON MIDDLE SCHOOL
Cornwallis Road, Oxford
Group 7. Number on roll 490
Required from January 1, 1981, a suitably qualified TEACHER with recent experience in FRENCH teaching with children aged nine to 13. The ability to teach games, drama and health education would be an advantage.
Further details are available with applications by letter to the Head Teacher, giving names and addresses of two referees.

Technical Studies

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
ARNOLD MIDDLE SCHOOL
Hexton Road, Barton-le-Clay, MK45 4JZ
Tel: Luton 881302.
Headmaster: Mr A. J. Haigh
Required for 1st January 1981, a temporary TEACHER for the Spring Term 1981 only, Scale 1, of WORKSHOP CRAFTS (WOODWORK, METALWORK & POTTERY) and to assist with Boys Games.
Application forms and further details from the Headmaster. Please apply immediately.

Secondary Education

Headships

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
RICHARD HALE SCHOOL
Hale Road, Hertford
Five-form entry, all-ability school for boys aged 11 to 18.
(Roll, September, 1980: 932. Sixth Form 167)
HEAD required from April 28, 1981, Group 10. Salary £13,380 to £14,430 plus £213 fringe allowance. Expected to be Group 11 in 1982.
Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, *Hertford SG13 8BQ*. Closing date November 13, 1980.

Deputy Headships Senior Masters/ Mistresses

DEVON
See block advertisement on page 42.

LEICESTERSHIRE
EDUCATION COMMITTEE
GUTHLAXTON COLLEGE
Wigston
Station Road, Wigston Magna
Leicester LE8 2DS
(A Leicestershire Plan 14-18 Upper School and Community College)
FIRST DEPUTY PRINCIPAL
Group 13
Required April, 1,300 on roll—240 in the Sixth Form.
The post offers exciting opportunities and challenges to a person with wide comprehensive school experience, proven administrative ability and an imaginative approach to the curriculum. Specific aspects include coordination of the pastoral guidance system, liaison with contributory High Schools and parents, staff induction and development.
Please write to the address below (S.A.E.) for full details of the post before applying.
Apply (no forms) to the Principal Designate (Mr. G. Norris), Education Department, County Hall, Glenfield, Leicester LE3 8RF, by 11th November, 1980.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
BARTON COURT SCHOOL
Longport, Canterbury, CT1 1PH
DEPUTY HEAD required from Easter, 1981, or earlier. This is a selective school (Group 8) for 450 girls aged 11 to 18. Vacancy is due to promotion.
Further particulars and application forms obtainable from the Headmistress.
ASHFORD DIVISION
NORTH SCHOOL FOR GIRLS
Mabledon Avenue, Ashford
(Roll 972)
Required April, 1981, SECOND DEPUTY HEAD TEACHER for this Group 10 school.
This Kent High School for Girls is fully comprehensive in the Lower School and there are well established C.S.E. and G.C.E. "O" level courses in the Upper School. There is a one year Sixth Form.
The appointment will be that of Second Deputy Head whose main duties will be concerned with administration. A close working relationship will be expected with the Headmistress and other senior staff concerned with the continuing development of the school.
The vacancy occurs owing to the promotion of the previous post holder to a Headship. This is a re-advertisement. Previous applicants will be considered.
Application forms and further details are available from (and returnable to) on receipt of S.A.E., The Divisional Education Officer, Education Office, Elwick Road, Ashford, Kent TN23 1NP.
Closing date for completed applications 18th November, 1980.

NORFOLK
COUNTY COUNCIL
Education Department

REQUIRED FOR SUMMER TERM 1981

HEAD

for

NORTH WALSHAM COUNTY FIRST SCHOOL
(Group 4; 5-8 age range)

Applications and further details from the County Education Officer, County Hall, Norwich NR1 2DL on receipt of a stamped addressed foolscap envelope.
Closing date for applications—14th November.
Removal expenses payable in accordance with the Authority's scheme.

Ealing

EDUCATION SERVICE

SOUTH ROAD COMBINED FIRST AND MIDDLE SCHOOL
South Road, Southall, Middlesex.

HEAD-Group 6

Required for April 1981 or earlier if possible. Applications are invited from suitably qualified and experienced teachers for appointment as Head of this purpose built, new 820 place Combined First and Middle School with a 60 place Nursery Unit. Experience of multi-cultural schools would be considered a distinct advantage.
£759 Inner London Allowance payable.
Assistance with relocation expenses may be available, subject to conditions, in appropriate cases.
Further details and application forms available (S.A.E.) from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned by 14 November 1980.

SECONDARY
Deputy Headships continued

NORTH YORKSHIRE
COUNTY COUNCIL
BOROUGHBRIDGE SCHOOL
(Group 8)
Required for 27 April, 1981, DEPUTY HEAD TEACHER.

This school is to open in September 1981, as an 11-16 Comprehensive School, with a First Year intake only.

Candidates should be well-qualified and have considerable comprehensive school experience.

Apply by letter with curriculum vitae and the names and addresses of two referees, to the Headmaster-elect at the Area Education Office, 51 Grove Road, Harrogate, North Yorkshire HG1 5EB.

WILTSHIRE
COUNTY COUNCIL
SHELDON SCHOOL
Chippenham SN14 6HJ
Tel.. 0249 51216
(Mixed 11 to 18 Comprehensive, 1,530 on roll)
DEPUTY HEADSHIP—Group XI
Required for April, 1981. First DEPUTY HEAD to assist in the overall management of the school and in the planning and reorganisation of the curriculum. It is hoped that the person appointed will also develop further a course of social, personal and political education for all pupils in Years 4 and 5.

Further details on receipt of a S.A.E. Application by letter to the Headmistress together with full curriculum vitae and the names and addresses of two referees. Closing date 14th November, 1980.

Remedial Posts

Heads of Department

DERBYSHIRE

LONG EATON SCHOOL
Tamworth Road, Long Eaton, Nr. Nottingham

Required for January 1981, or as soon as possible. HEAD of REMEDIAL DEPARTMENT (Scale 3).

Alternatively—Temporary Appointment for Spring Term 1981: TEACHER (Scale 1) to work in the REMEDIAL DEPARTMENT.

Further details from the Headmaster at the School. Apply by letter enclosing Curriculum Vitae and names/addresses of two referees.

Other Posts on Scale 2 and above

LONDON
ST. MARTIN-IN-THE-FIELDS HIGH SCHOOL
155 Tulse Hill, S.W.2
Church of England School for 570 girls. Comprehensive in first four years.
Required for January if possible or later, TEACHER to be responsible for REMEDIAL EDUCATION (Scale 2). The work will be primarily helping pupils with individual learning problems, but a candidate who is willing and able to share in the teaching of general subjects to less able pupils in the 11 to 16 age range is preferred. There is a fully equipped Remedial Room and other members of staff help with the work. Secondary experience is preferable but primary teachers will be considered.

There is a possibility of a Scale 3 post for a candidate who has sufficient experience and is able to make a further significant contribution to the curriculum or organization of the school.

Apply direct to the Headmistress, enclosing copies of testimonials and names of two referees.

Scale 1 Posts

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
DARTON HIGH SCHOOL
Churchfield Lane, Kexbrough
Barnsley
(11-18 Comprehensive
Number on Roll: 1,540)
Head Teacher: H. Crowther
Required for January 1981, JUNIOR TRAINED or REMEDIAL TEACHER with an interest in GENERAL SCIENCE (Scale 1).

The successful candidate will be expected to teach General Science to classes of children with specific learning difficulties (aged 11-16) and must be prepared to work as part of a closely knit Special Education Department.

Application by letter, giving full curriculum vitae and names and addresses of two referees to the Head Teacher.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD HIGH SCHOOL
Llandrindod Wells LD1 5AN
Required for January 1 1981, or as soon as possible thereafter, a TEACHER of REMEDIAL EDUCATION, Scale 1. Ref. 520.

Application forms and further particulars available from the Headmaster, to whom completed forms should be returned as soon as possible.

By Subject Classification

Art and Design

Scale 1 Posts

DERBYSHIRE
EDUCATION COMMITTEE

NOEL-BAKER SCHOOL
(1,850 Boys and Girls)
Bracknell Drive, Alvaston,
Derby DE2 0HH

Required for January, 1981, a TEACHER (Scale 1 temporary for two terms) of NEEDLEWORK and TEXTILE DESIGN. Good facilities are available and courses are being soundly developed.

Applications by letter (quoting two referees) to the Headmaster immediately.

HARINGEY
(London Borough of)
HIGH CROSS SCHOOL
High Road, Tottenham N17 6OP
Girls' Comprehensive School
Required for January 1981, to replace a teacher on maternity leave, a temporary TEACHER of ART to share the work throughout the school.

London Allowance (£759) payable.

Removal expenses: 100 per cent allowed in approved cases.

Letters of application giving curriculum vitae and names of two referees as soon as possible to the Headmistress at the School.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
SOUTHFIELDS SCHOOL
Singlewell Road, Gravesend, Kent
Roll : 1,000 mixed
This is a high school in a Thamesside secondary organization scheme. Age range 11-16. Unselected entry into Lower School. Main School courses lead to C.S.E. and G.C.E. examinations.
Required for January, 1981 · *TEACHER for DESIGN SUBJECTS.* Special interests in Metalwork and Woodwork teaching are looked for, together with some other Design teaching abilities. Applications are invited from potential new entrants to the profession as well as from established teachers.

The school's Design Faculty has the use of a modern purpose-built Design Block, and is supported by technical assistant staff.

Apply immediately (no forms) to the Head, giving full details and the names and addresses of suitable professional referees.

LONDON S.E.22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22
Required for January 1981 part-time TEACHER of ART to teach throughout the Senior School to "O" and "A" Level. Knowledge of Art History an advantage. The post could eventually become full time.

Salary: James Allen's Girls' School Scale (ie Burnham Plus) with Inner London addition.

Apply, with copies of testimonials and the names of two referees, to the Head Mistress.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon
London SW19 7HB
Head Teacher: Miss H. D. Whale, M.A.
Tel. 01-946 2208
Age range: 13 to 18 years
Number on Roll. 780 Girls
160 in the Sixth Form
Required for January 1981, a TEACHER of ART with an interest in Pottery to join a lively department which works as a team. Teaching is across the whole range of age and ability, and includes C.S.E., "O" and "A" level work. The post is temporary but could be made permanent for September 1981.
London Allowance £759.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
Closing date: November 14 1980.

Classics

Scale 1 Posts

BROMLEY
(London Borough of)
LANGLEY PARK SCHOOL FOR GIRLS
South Eden Park Road,
Beckenham, Kent
(Six form entry girls' comprehensive; joint mixed sixth form;
1,120 on Roll)
Required for November to replace teacher on maternity leave, a temporary TEACHER for LATIN and CLASSICAL STUDIES.
Please apply by letter or telephone to the Headmistress, 01-650 7207.

Commercial Subjects

Heads of Department

HAMPSHIRE
TOYNBEE SCHOOL
Bodycoats Road, Chandler's Ford
(11 to 16 Comprehensive Mixed, 1,280 on roll)
HEAD of BUSINESS STUDIES. Scale 3. Typing, Office Practice and Commerce to C.S.E. and R.S.A. Standard.
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Head Teacher.

Other Posts on Scale 2 and above

BERKSHIRE
ORCHARD COUNTY SECONDARY SCHOOL
Stoke Road, Slough SL2 5AY
Number on roll 420 mixed
Required for January or April, 1981, TEACHER-in-CHARGE of COMMERCE and TYPING. An interest in Social Studies or English would be an advantage. Scale 2 post available for suitable candidate. Newly qualified teachers will also be considered.
Apply to the Headmaster at the school (S.A.E.).
Closing date November 17.

Application forms for the following appointments, except for headships and where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms. Please quote reference number ES/31/10 on your letter when making your request.

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Scale 4 Posts

Eggbuckland Comprehensive School
Westcott Close, Eggbuckland, Plymouth
(Roll : 400)

This is a new 11-18 purpose built comprehensive school opened in 1979.

(1) SCALE 4, HEAD OF FACULTY HUMANITIES
For September 1981 to lead the teaching of English, History, Geography, Religious Education and Commercial subjects throughout the school. A thematic, integrated approach is encouraged in years 1 and 2. Candidates should have experience of teaching and curriculum development up to 'A' level G.C.E.

(2) SCALE 4, HEAD OF FACULTY MATHEMATICS/SCIENCE
For September 1981 to lead the teaching of Mathematics and Science in the School. Candidates must have substantial experience of teaching to 'A' level G.C.E. The faculty has its own purpose built block. Closing date 21st November, 1980.

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Scale 3 Posts

Estover Primary School
Miller Way, Estover, Plymouth (Roll : 500)
SCALE 3, CURRICULUM DEVELOPMENT AND GAMES
For January or April with responsibility throughout the school. Closing date 14th November, 1980.

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Scale 1 Posts

Tiverton (13-18 years) Comprehensive School
Bolham Road, Tiverton, Devon (Roll : 1,170)
SCALE 1, RURAL SCIENCE AND BIOLOGY
Required January 1981, for pupils in the 13-16 age range. Large greenhouse and an area of garden available with scope for much enterprise and development by the right candidate. Apply by letter giving curriculum vitae and names and addresses of two referees. Closing date 12th November, 1980.

Plympton Grammar School
Seymour Road, Plympton, Plymouth PL7 4LT
(Roll : 910)
SCALE 1 OR 2, MATHEMATICS
For January at this co-educational school to teach up to 'O' level (Scale 1), or to 'A' level (Scale 2 for suitably experienced candidate). Closing date 14th November, 1980.

Southway School
Rockfield Avenue, Southway, Plymouth
PL6 6DY (Roll : 1,700)
SCALE 1, ENGLISH AND FRENCH
For January or as soon as possible to teach English up to 'O' level and some French. Must be prepared to teach across ability range and work as part of a team. Closing date 14th November, 1980.
SCALE 1 (TEMPORARY)—BOYS P.E.
For January 1981. Closing date 14th November, 1980.

Bideford School and Community College
Abbotsham Road, Bideford EX39 3AR
(Roll : 1,800)
SCALE 1, MATHEMATICS
Required January 1981, to teach at all ability levels in this large mixed 11-18 comprehensive school. Good modern facilities available. Closing date 14th November, 1980.

Exmouth (11-18 Co-educational Comprehensive) School
Gipsy Lane, Exmouth (Roll : 2,488)
SCALE 1, PHYSICS AND COMBINED SCIENCE
Graduate required, January or April 1981, to teach Physics up to 'A' level and to share in the teaching of Combined Science in Years 1 and 2. Good facilities. Closing date : As soon as possible.

Torquay, Westlands School
Warbro Road, Torquay (Roll : 1,252)
SCALE 1, RELIGIOUS EDUCATION
Required January 1981 or as soon as possible thereafter to teach throughout this Bilateral (Grammar/Modern) School. Closing date 14th November, 1980.

Beer C. of E. (Aided) Primary
More Lane, Beer, Near Seaton
(Roll : 105)
SCALE 1 (Temporary)
Required January 1981 for Lower Junior class.
Closing date 14th November.

DEVON

Leicestershire

LEICESTER
NEW PARKS SCHOOL

GROUP II HEADSHIP

(An 11-16 Comprehensive School)

HEADMASTER/HEADMISTRESS required April 1981, for this interesting new post which will be created by the amalgamation of the existing New Parks Boys and Girls Schools in August 1981 (estimated NOR 1,310). This obviously challenging post offers excellent opportunities for someone with the initiative and energy to build upon the excellent reputations of the existing schools.

Details on request (S.A.E.).

Apply (no forms) with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 11th November, 1980.

NORTH YORKSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
EASINGWOLD SCHOOL (Group 11)

Applications are invited from suitably qualified men and women for appointment as

HEAD

of this well established, coeducational, comprehensive school for pupils aged 11 to 18. The post falls vacant *on the retirement of the present Head, and the* appointment will take effect from September 1, 1981. There are approximately 1,280 pupils on roll, of whom about 100 are Sixth Formers. The school occupies modern premises on an extensive site in the market town of Easingwold.

Further details and application forms (to be returned by November 10, 1980) may be obtained on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton, North Yorkshire DL7 8AE.

LONDON BOROUGH OF
Hillingdon

QUEENSMEAD SCHOOL,
Queens Walk, Ruislip Walk, Ruislip, Middlesex
HA4 OLS
Group 11
(number on roll 998, 48 in Sixth Form)

Head Teacher

required from May 1, 1981

Applications are invited for the Headship of this 11 to 18 mixed comprehensive school.

Application forms from and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW (Telephone: Uxbridge 50468)

Closing date : 14 November 1980.

London Allowance payable.

Leicestershire

LEICESTER MUNDELLA SCHOOL
An 11-16 comprehensive school

GROUP 11 HEADSHIP

HEADMASTER/HEADMISTRESS required April 1981 for this interesting new post which will be created by the amalgamation of the existing Mundella Boys and Girls Schools in August 1981 (estimated NOR 1220). The post will demand sensitivity and skill to develop, from the sound basis in the existing schools, appropriate opportunities for pupils in this well balanced multi-racial community.

Details on request (s.a.e.).

Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 18th November.

SECONDARY
Commercial Subjects continued

Scale 1 Posts

ENFIELD
(London Borough of)
ALBANY SCHOOL
Bell Lane, Enfield, Middlesex
(Eight-form Mixed Comprehensive)
Roll: 1,350
Required for January 1981, or as soon as possible thereafter, a Scale 1 TEACHER able to offer two or more of the following subjects: Business Studies, Commerce, Economics, Accounts. Most of the timetable of the successful candidate will involve teaching fourth and fifth year examination pupils. Possibility of a Scale 2 post for a suitably qualified and experienced candidate.
London Allowance payable £498 per annum.
Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms, (stamped addressed foolscap envelope) obtainable from the Head Teacher, to whom they should be returned as soon as possible.

Domestic Subjects

DERBYSHIRE
ECKINGTON SCHOOL
Dronfield Road, Eckington
Sheffield S31 9BR
New purpose-built
Co-educational School
Eight Form Entry

Required from April 23, 1981, a well-qualified and experienced TEACHER to be HEAD of the HOME ECONOMICS DEPARTMENT, with responsibilities for both food and textiles. A Scale 3 post is available for a suitable applicant.

Applications by letter, with curriculum vitae and details of two referees, to the Headmaster at the School. (S.A.E. please).

ENFIELD
(London Borough of)
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
(Number on roll : 1,300, mixed comprehensive, Eight Form Entry)
Required for January, 1981, or as soon as possible thereafter, HEAD of HOME ECONOMICS (Scale 3), to be responsible for the organization of a very successful Department throughout the School, with examination courses leading to C.S.E. and G.C.E. "O" and "A" levels. Excellent facilities available.
Substantial allowances in addition to Scale post.
Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Apply by letter giving full details and the names of two references to the Head Teacher at the School as soon as possible.

Scale 1 Posts

BRENT
(London Borough of)
BRONDESBURY AND KILBURN HIGH (MIXED) SCHOOL
Salusbury Road, NW6 6RE
(Number on roll : 1,000, 11 to 18 comprehensive, Social Priority School)
Required as soon as possible or from January :
TEACHER of HOME ECONOMICS (Scale 1), To share work across the full age and ability range. Ability to offer some Needlecraft would be of help. This is a well-established school formed from an amalgamation in 1973 and which now has reached full size with a sixth year of 140. Informal inquiries and/or visits welcomed.

KINGSBURY HIGH (MIXED) SCHOOL
Princes Avenue, NW9 9JR
(Situated in very pleasant surroundings)
(Number on roll : 1,770, 11 to 18 years)
Required from January :
Enthusiastic HOME ECONOMICS TEACHER able to teach the subject up to "O" level and willing to participate in Mode III Integrated Studies. Ability to offer Needlework would be an advantage. Scale 1.

London Allowance of £759 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and referees enclosing S.A.E. for reply.

EAST SUSSEX
CAVENDISH SCHOOL
Eldon Road, Eastbourne,
East Sussex, BN21 1UE.
(Developing 11-16 comprehensive school)
Required from January 1981 TEACHER of HOME ECONOMICS/NEEDLEWORK (Scale 1).
Relocation grants available in approved cases.
Further details and application forms (s.a.e. please) from the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
MENTMORE SCHOOL
Townsend Drive, St Albans
Required at this boarding school for senior maladjusted girls. HOME ECONOMICS TEACHER to be responsible within a multi-disciplinary team for the teaching of NEEDLEWORK to small groups throughout the school and some COOKERY to C.S.E. level.
Further details from and applications to the Headmaster.

REDBRIDGE
(London Borough of)
WOODBRIDGE HIGH SCHOOL
St. Barnabas Road, Woodford Green, Essex IG8 7DH
Telephone : 01-504 9618
Head Teacher : A. C. R. Duke, M.A.
A TEACHER is required for January, 1981, or as soon as possible thereafter, to teach COOKERY throughout the age range to "O" and C.S.E. level ; the ability to teach other aspects of Home Economics would be an advantage.
The post is Scale One, with an Outer London Allowance of £498 ; the successful candidate will join a team of teachers based in the Upper School.
Apply by letter to the Headmaster as soon as possible, giving details of age, training and experience with the names and addresses of two referees ; further details [illegible]

SURREY
EDUCATION COMMITTEE
TOMLINSCOTE SCHOOL,
Frimley
Number on roll: 1,048
(212 in Sixth Form) (12-18)
Required January, 1981, NEEDLEWORK TEACHER Scale 1 to examination level, who can offer HOME ECONOMICS and ART in Junior school. Initially temporary post—possibility of permanent appointment.
Apply to Head, Tel. Camberley 28760.

WEST SUSSEX
CHICHESTER HIGH SCHOOL FOR GIRLS
Stockbridge Road, Chichester
PO19 2EB
(Group 12, Comprehensive)
Required January 1981, or as soon as possible, TEACHER of NEEDLEWORK (Scale 1) with some HOME ECONOMICS.
Apply in writing to Headmistress giving details of qualifications and experience with names and addresses of two referees.

WILTSHIRE
ST. EDMUND'S C.E. CONTROLLED SECONDARY MODERN SCHOOL
Laverstock, Salisbury
Number on roll, 750
Scale 1 post
Required for January, 1981, ASSISTANT TEACHER to teach HOME ECONOMICS and NEEDLEWORK.
Application forms and further details, on receipt of a stamped addressed envelope, from the Headmistress, Mrs. R. C. Griffen, at the school.

Economics

Scale 1 Posts

AVON COUNTY
MONKS PARK SCHOOL
Filton Road, Bristol BS7 0XZ
Telephone (0272) 690811
A Mixed 11-18 Comprehensive School of 1,500 Pupils
Required for January or April 1981, a GRADUATE ECONOMIST to share the teaching of Economics to "A" level, "O" level and CSE. The ability to offer any of the commercial skills would be useful but not essential. Scale 1.
Application by letter and curriculum vitae with names of two referees to the Headmaster.

SURREY
SIR WILLIAM PERKIN'S SCHOOL
Guildford Road, Chertsey,
KT16 9BN
Independent Day School, 400 girls (formerly voluntary controlled)
Part time ECONOMICS GRADUATE *required in January to teach Sixth* Form to "O" and "A" level two or three days a week.
Burnham Scale 1.
Apply Headmistress enclosing curriculum vitae and addresses of two referees.

English

Heads of Department

DUDLEY
METROPOLITAN BOROUGH
THE HOLLY HALL SCHOOL
Scotts Green Close, Russells Hall Estate, Dudley, West Midlands
(12 to 16-plus co-educational comprehensive ; 700 on roll)

Required for January 1981, if possible, HEAD of ENGLISH DEPARTMENT (Scale 3).
Applicants should be well-qualified, experienced and successful class teachers, able to lead a small team of staff with an eagerness to extend the use of language across the curriculum.
Application forms from, and returnable to, the Head Teacher.

SHROPSHIRE
EDUCATION COMMITTEE
LUDLOW SCHOOL (C.E.)
Burway, Ludlow, Shropshire
DIRECTOR of LANGUAGE and COMMUNICATION (4)
Enthusiastic, ambitious graduate to develop Faculty to highest standards.
Further details from Head (S.A.E.), D. H. S. Bywater, B.A.

WEST SUSSEX
ST PAUL'S R.C. SCHOOL
Oathall Avenue, Haywards Heath.
11 to 18 mixed Comprehensive.
Group 9.
Required January 1981 Scale 4 HEAD of ENGLISH DEPARTMENT to teach subject to G.C.E. "O" and "A" level.
Form and details from Headmaster on receipt of (S.A.E.).

Other Posts on Scale 2 and above

SHROPSHIRE
EDUCATION COMMITTEE
THE BELVIDERE SCHOOL,
Shrewsbury
DIRECTOR of ENGLISH DEPARTMENT Scale 4
A vacancy occurs for the above post for summer term 1981.
Applications by letter to, and further details (S.A.E.) from the Head Designate—Mrs B. Wildman, Monkmoor Girl's School, Racecourse Crescent, Shrewsbury.

SURREY
EDUCATION COMMITTEE
GEORGE ABBOT SCHOOL
Burpham (12 to 18)
Scale 3 ENGLISH SPECIALIST to be in charge of a large strong department, offering a full range of courses up to "A" level and Oxbridge entrance examination.
Please write without delay to the Head, Woodruff Avenue, Burpham, with details of experience and names of referees.

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
STRATTON UPPER SCHOOL
Eagle Farm Road,
Biggleswade, Beds. SG18 8JB
Tel: Biggleswade 312746

Headmaster: Mr G. Suggitt

Required for January 1981, a temporary TEACHER of ENGLISH, Scale 1, for two terms to August 31, 1981 to cover a range of G.C.E.'s and C.S.E. courses.
Application forms and further details from the Headmaster. Please apply immediately [illegible]

BEDFORDSHIRE
EDUCATION SERVICE
ENGLISH LANGUAGE AND RESOURCES CENTRE
Acacia Road, Bedford MK42 0HU

TEACHER OF ENGLISH AS A SECOND LANGUAGE

Required from January, 1981, an experienced/qualified E.S.L. TEACHER, Scale 2, for elementary and intermediate levels. Ability and experience in teaching in the nine to 16 age range sought.

The work also includes language development support for children from ethnic minority backgrounds, who have been referred by local schools.

The successful candidate will join a small but enthusiastic team and show a willingness to contribute to the life and curriculum of the Centre. He/she will also be expected to liaise with local schools and show a positive interest in the homes and parents of the children. Some musical ability would be an advantage.

Application forms and further details available from the Head of the Centre.

BROMLEY
(London Borough of)
HAYES SCHOOL
West Common Road, Hayes
Bromley, Kent
(Six-Form Entry Co-educational 11-19 years)
Required for January or April 1981, GRADUATE MASTER/MISTRESS to teach ENGLISH. Scale 1 plus £498 London Area Allowance. The school has a large Sixth Form of 260 *students with well established* courses to Advanced level. It is hoped to recruit an able and enthusiastic teacher who would be interested in examination work and enjoy working in a disciplined and responsive environment. The school easily fills all ability levels of a balanced intake.
Application forms and further particulars may be obtained from Dr J. S. Lomning at the school, to whom completed forms should be returned as soon as possible. (Tel. 01-462 2767.)

BUCKINGHAMSHIRE
WYCOMBE DIVISION
BARTHOLOMEW TIPPING COUNTY SECONDARY SCHOOL
Stokenchurch, High Wycombe
(Number on roll 460,
boys and girls)
Head : K. A. J. Billing, B.A., Dip.Ed.
Required for January or Easter, ENGLISH to C.S.E. and "O" *level. Ability to teach Mathematics* and/or French an advantage. Probationers will be considered. Scale 1 post.
Reimbursement of removal expenses, 75 per cent allowance on legal and estate agents' fees (maximum payment £750) and incidental expenses of £135 payable in approved cases. Housing allowance pending removal also payable in approved cases.
Apply by letter to the Headmaster enclosing stamped addressed envelope.

CAMBRIDGESHIRE
PETERBOROUGH AREA
BUSHFIELD COMMUNITY SCHOOL
Orton Centre, Peterborough, PE2 0RQ
Tel. : Peterborough 233014
Principal :
Mr. W. R. Stirling. M.A. (Cantab)
Group 10 : Roll 826
Required for January until August, 1981 :
Scale 1 ENGLISH TEACHER with General Subjects to teach ENGLISH to Fifth Form level to form part of a teaching team working on a Humanities Complementary Studies course in the First and Second Years.
There is a possibility of assistance being given with housing in appropriate cases.
Application by letter to the Principal at the above address, stating the names and addresses of two referees by November 11, 1980.

DEVON
See block advertisement on page 42.

ENFIELD
(London Borough of)
AMBROSE FLEMING SCHOOL
The Ride, Enfield, Middx. EN3 7DB
Roll 1,310
Required in January, 1981, a TEACHER (Scale 1) to join the staff of the ENGLISH DEPARTMENT. Applicants should state what other subjects they are able to offer.
London Allowance payable £498 per annum.
Consideration given to assistance with removal and relocation costs temporary housing and two homes allowance.
ELDON SCHOOL.
Eldon Road, Edmonton, London N9 8LG
Mixed Lower Comprehensive, 11-14 years. Roll 283
Required as soon as possible, a TEACHER of ENGLISH and/or RELIGIOUS EDUCATION (Scale 1). Suitably qualified and experienced teachers may be considered for a Scale 2 appointment.
This is a temporary post for 1 year only, pending the re-organization of the school from September, 1981.
London Allowance payable £498 per annum.
For above posts : Application forms (stamped addressed foolscap *envelope) obtainable* from the Head Teacher to whom they should be returned as soon as possible.

ENFIELD
(London Borough of)
BULLSMOOR SCHOOL
Bullsmoor Lane, Enfield, Middlesex
New mixed Comprehensive
(Roll 950)
Required for January, 1981, TEACHER for ENGLISH (Scale 1), to join a lively well-organized department.
London allowance payable £498 per annum.
Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.
Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher, to whom they should be returned as soon as possible.

HAVERING
(London Borough of)
EMERSON PARK SCHOOL
(Number on roll : *1,050. Co-Education.* 168 Sixth Form)
Wych Elm Road, Wingletye Lane, Hornchurch, Essex
Telephone : Hornchurch 43773
Head Teacher : J. A. Fowler, M.A.
ENGLISH, Scale 1.
For further details please see our display advertisement under Secondary [illegible]

HARROW
EDUCATION COMMITTEE
NOWER HILL HIGH SCHOOL
Pinner Road, Pinner, Middlesex
HA5 5RP
Telephone number 01-863 1306
ENGLISH TEACHER (Scale 1). Required for January, 1981, a well qualified English specialist capable of teaching throughout the ability range up to "O" level in this 12 to 16 eight-form entry Comprehensive. The successful candidate will join an enthusiastic and hard-working department and should be prepared to accept a certain degree of responsibility. The school is situated in the pleasant suburbs of Pinner and recruits from a full ability range. A probationer seeking a first post would also be considered.
Application forms and further details from and to be returned to Head Teacher by November 14.
Please enclose stamped addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
THE BARCLAY SCHOOL
Walkern Road, Stevenage
11-18 mixed, all-ability,
890 on roll
TEACHER of ENGLISH required for January, if possible, to teach throughout the school and up to Ordinary level, in the first instance. The post could be suitable for a teacher with some experience or a new entrant to the profession. Help with games and/or other activities will be welcomed.
Further information about the post and the school may be obtained from the Headmaster, to whom letters of application (no forms) should be sent as soon as possible, together with the names of two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
THE GORDON SCHOOL
Lower Higham Road, Chalk, Gravesend
Headmaster, D. H. Bridger, M.Sc., M.I.Biol.
Required for January, 1981, ASSISTANT TEACHER to teach ENGLISH with GENERAL STUDIES. This post is regarded as suitable for applications from recently qualified teachers. Applications should be made in writing to the Headmaster at the school, enclosing curriculum vitae and the names and addresses of two professional referees, or in the case of college leavers the name and address of the college concerned.

GILLINGHAM DIVISION
RAINHAM SCHOOL FOR GIRLS
Group 11, 11 to 18 years
Required for January, a well-qualified TEACHER to teach ENGLISH to C.S.E. and "O" level with an interest in either Drama or slow learners. Scale 1 appointment.
Application form and further details available, on receipt of a stamped addressed envelope, from Mrs. D. Snape, Headmistress, Rainham School for Girls, Derwent Way, Rainham, Kent.

ASHFORD DIVISION
HIGHWORTH SCHOOL FOR GIRLS
Quantock Drive, Ashford, Kent.
An Upper School of 600, admitting girls at 13-plus on "guided parental choice" and following the more academic courses to Ordinary and Advanced levels.
Required in January: HONOURS GRADUATE to share the teaching of ENGLISH throughout the school to Ordinary level, Advanced level and Oxbridge entrance examinations. Scale 2 allowance available for suitably qualified applicant.
Apply to Headmistress at the school, enclosing copies of recent testimonials and/or names and addresses of two referees.

LANCASHIRE
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Blackburn
H.M.C., Independent/D.G.
1,190 pupils, 360 in the Sixth, 185 girls
Required for January 1981, well qualified GRADUATE to teach ENGLISH to "A" level. This is a temporary arrangement for two terms in the first instance, but could be made permanent.
Scale II post available for experienced applicant.
Applications in candidates' own writing, with curriculum vitae and names of two referees to : The Headmaster, Queen Elizabeth's Grammar School, West Park Road, Blackburn, Lancs. BB2 6DF.

RICHMOND UPON THAMES
(London Borough of)
WALDEGRAVE SCHOOL FOR GIRLS
Fifth Cross Road, Twickenham, Middlesex
ENGLISH TEACHER—Scale 1
An experienced ENGLISH TEACHER is required immediately after Christmas to take the full range of classes up to and including a 5th year "O" level class.
Forms (foolscap S.A.E.) from the Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmistress at Waldegrave School, Clifden Road, Twickenham, Middlesex TW1 4LT by Tuesday, November 11, 1980.

SOLIHULL
EDUCATION COMMITTEE
MALVERN HALL
Brueton Avenue, Solihull
Tel. No. (021) 705 1318
ENGLISH TEACHER. Scale 1
Required for the end of January for this 11-16 all-ability school. Initially this will be a full-time temporary appointment to cover maternity leave. A TEACHER is sought who can teach across the full age and ability range to high standards.
Please apply to the Headmaster by letter with curriculum vitae and names of two referees.

WEST SUSSEX
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley, Sussex
Scale 1
TEACHER of ENGLISH to join lively team in mixed 12 to 18 comprehensive school. Mode 3 courses at C.S.E. "O" and G.C.E. "A" level work well established.
Must be prepared to teach across whole age and ability range.
Form from Head Teacher.

Geography

Heads of Department

ESSEX
LAYFERNS SCHOOL
(Roll 1,480)
Craylands, Basildon
Telephone : Basildon 25111
HEAD of GEOGRAPHY (Scale 3) plus £213 fringe.
Required January/Easter 1981, well qualified, experienced TEACHER. Well established courses for C.S.E., G.C.E. "O" and "A" levels. Interest in teaching Economics would be helpful.
Curriculum vitae and names of referees to the Head Teacher [illegible]

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
PONTEFRACT KING'S HIGH SCHOOL
(11 to 18 ; Mixed comprehensive ; Number on roll 929).

Required January 1981 or Easter 1981, HEAD OF GEOGRAPHY DEPARTMENT (Scale 3), a well qualified and experienced teacher to take charge of the Geography Department, and with the major teaching commitment going to J.M.B. G.C.E., "A" and "O" level courses.

The Department consists of the Head of the Subject, and one full-time specialist, and help with Lower School work from several non-specialists.

Application forms available (on receipt of a S.A.E.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.

Scale 1 Posts

EAST SUSSEX
UCKFIELD SCHOOL
Downsview Crescent, Uckfield,
East Sussex TN22 3DJ
Required for January 1981 : TEACHER of GEOGRAPHY (Scale 1). This is either a two-term temporary or a permanent appointment. Ability to teach Geology would be an added advantage.

Uckfield School is a developing rural comprehensive school with 1,216 on roll.

Relocation grants available in approved cases.

Application forms and further details from the Headmaster (enclose S.A.E., please).

CROYDON
(London Borough of)
ASHBURTON
Shirley Road,
Croydon CR9 7AL
Telephone : 01-656 0222/5
Tenable: January 1, 1981

GEOGRAPHY TEACHER required to join an enthusiastic team and to play a full part in the work of the Humanities Department.

Salary. Burnham Scale 1 with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

MERTON
(London Borough of)
EDUCATION COMMITTEE
GARTH HIGH SCHOOL
Lilleshall Road, Morden
Surrey SM4 6DU
Head Teacher : Mr J. P. Attree, J.P., B.Sc.
Telephone : 01-648 4904
Age Range : 13 to 18 years
(Number on roll : 716)
GEOGRAPHY TEACHER required in January, 1981. Opportunity to teach all levels of ability including Sixth Form. Scale 1 post.
London Allowance £759. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
Closing date : November 14, 1980.

SOLIHULL
EDUCATION COMMITTEE
ST. PETER'S CATHOLIC SCHOOL
Whitefields Road, Solihull, West Midlands
(11 to 16 all-ability school, 780 on roll)
Required for January, 1981 : Well-qualified TEACHER of GEOGRAPHY (Scale 1) to join a thriving Social Studies Department offering "O" level/C.S.E. courses in HISTORY, GEOGRAPHY, ECONOMICS and SOCIAL STUDIES.
Application forms and further details from the Headmaster at the school (021-705 3988).
Application forms should be returned to the Chairman of Governors, Father P. J. O'Mahoney, Our Lady of the Wayside, Stratford Road, Shirley, Solihull, West Midlands.

SURREY
SIR WILLIAM PERKINS'S SCHOOL
Guildford Road, Chertsey, KT16 9BN
Independent Day School, 400 girls (formerly voluntary controlled)
GEOGRAPHY GRADUATE required in January to teach ages 11 to 18 to "O" and "A" level
Burnham Scale 1 or 2 depending on qualifications and experience.
Apply Headmistress enclosing CV and addresses of two referees.

WILTSHIRE
BRADON FOREST SCHOOL
Purton, near Swindon
(Comprehensive Co-educational, 11-16, 780 on Roll and numbers remaining constant for the foreseeable future)
Required for Spring and Summer Terms, 1981, a GEOGRAPHY TEACHER (Scale 1), to teach throughout the age range and to be responsible for some "O" level classes. The ability to assist with a little English would be an advantage.
The School, which is modern, serves a rural area of the Wiltshire/Gloucestershire Cotswolds.
Letters of application giving a curriculum vitae and including the names of two referees should be sent as soon as possible to the Headmaster.
Further information will be forwarded on receipt of a stamped addressed foolscap envelope.

FRANCES BARDSLEY SCHOOL FOR GIRLS
(Roll 1,180)
Brentwood Road, Romford RM1 2RR

DEPUTY HEAD TEACHER

required Summer Term 1981 for this Group 11, 7-form entry comprehensive school for girls. The School is organised as an Upper and Lower School on two sites 1 kilometer apart.

There is a scheme for removal expenses—details on request.

Havering

Application forms and further details are available from (s.a.e., please) the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex.

Closing date Friday, 21st November, 1980.

Unless otherwise stated posts are vacant from 1 January, 1981. Application forms are obtainable from (sae please) and returnable to the Head of the school concerned by 10 November, 1980. Ref. A 44.

WIGAN ST. THOMAS MORE R.C. HIGH SCHOOL
Wood Street, Newtown, Wigan WN5 9UQ
(11-16 mixed comprehensive) required for Summer, 1981, or sooner if possible.

HEAD OF REMEDIAL DEPARTMENT SCALE 3

Closing date 14 November, 1980.

WIGAN GIDLOW MIDDLE SCHOOL
Buckley Street West, Wigan WN6 7PQ
(10-13 mixed comprehensive)

MUSIC SCALE 2

LEIGH ST. MARY'S R.C. HIGH SCHOOL
Manchester Road, Astley, Tyldesley, Manchester
M29 7EE
(11-18 mixed comprehensive)

SCIENCE SCALE 1

Two posts : one preferably a Physicist to take an envisaged timetable in the Lower School with future possibility of examination work to 'A' level.
The other to teach Biology and Human Biology to 'O' level—possibility of 'A' level work for a suitably qualified applicant in the future.

WIGAN Metropolitan Borough

SECONDARY
continued

History

Heads of Department

LIVERPOOL
HEAD OF HISTORY
Scale 4
HOLY LODGE
COMPREHENSIVE SCHOOL
(GIRLS)
Queens Drive, Liverpool,
L13 0AE

Required for January, a good honours GRADUATE to lead a well-established department. HISTORY and GENERAL STUDIES to "A" Level.

Forms available from (SAE) and returnable to the Head Teacher, quoting ref. P + M 881 (h) by 10th November, 1980.

Other Posts on Scale 2 and above

HERTFORDSHIRE
WESTFIELD SCHOOL
Tolpits Lane, Watford
(Roll: 800 Girls)

Required January, or as soon as possible thereafter, Graduate TEACHER of HISTORY to join lively department, teaching throughout the school and across the full ability range. Courses to C.S.E., "O" and "A" levels. Scale 1 plus London Fringe Allowance £213. Possibility of Scale 2 post for a suitably qualified and experienced applicant.

Apply by letter to Headmistress, including curriculum vitae and two referees.

Scale 1 Posts

HERTFORDSHIRE
WESTFIELD SCHOOL
Tolpits Lane, Watford
(Roll: 800 Girls)

Required January, or as soon as possible thereafter, Graduate TEACHER of HISTORY to join lively department, teaching throughout the school and across the full ability range. Courses to C.S.E., "O" and "A" levels. Scale 1 plus London Fringe Allowance £213. World History would be an advantage.

Apply by letter to Headmistress including curriculum vitae and two referees.

REDBRIDGE
[illegible] Borough of)
[illegible] COUNTY HIGH
FOR GIRLS
[illegible] Woodford Green
[illegible]: 01-504 0611
[illegible] E. Dawson, M.A.

[illegible] for January 1981 or as [illegible] possible thereafter, a well-[illegible] GRADUATE to teach [illegible] to "O" and "A" level [illegible] three-form entry selective grammar school for girls. The [illegible] to teach lower school [illegible] would also be an advantage. Apply by letter as soon as possible to the Headmistress, giving brief details of training and experience and the names and addresses of two referees. This is a Scale 1 post with Outer London allowance of [illegible]

REDBRIDGE
(London Borough of)
WOODFORD COUNTY HIGH
SCHOOL FOR GIRLS
High Road, Woodford Green
IG8 9LA

Required for January, 1981, or as soon as possible thereafter: a well qualified GRADUATE to teach HISTORY to "O" and "A" level at this three-form entry selective grammar school for girls. Ability to teach lower school English an advantage.

For further details see under Secondary History, Posts on Scale 1.

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
KNOTTINGLEY HIGH (12-18) SCHOOL
Mixed Comprehensive
Number on Roll: 1,199

Required January 1981, or sooner if possible, a suitably qualified TEACHER of HISTORY. Scale 1. It would be an advantage if Economics could be offered.

Application forms and further details available (on receipt of a S.A.E.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.

WILTSHIRE
DAUNTSEY'S SCHOOL
West Lavington, Devizes, Wiltshire
H.M.C. (Direct Grant remaining Independent)
Co-Educational Sixth Form College for the neighbouring 11-16 Lavington Comprehensive School
520 pupils (200 post "O" level)
GRADUATE HISTORY TEACHER required preferably for January 1981, but April would be considered.

The January appointment will be temporary or permanent according to qualifications and experience. Apply as soon as possible to the Headmaster with curriculum vitae and the names of two referees. Further details may be obtained from the Headmaster.

Mathematics

Other Posts on Scale 2 and above

BEDFORDSHIRE
NORTHERN AREA
SHARNBROOK UPPER SCHOOL
Odell Road, Sharnbrook, Beds
MK44 1JX
(Tel.: Bedford 782211)
Headmaster, Mr. G. W. Grounds

Required for April, 1981 or January, 1981, if possible, a TEACHER of MATHEMATICS and COMPUTER SCIENCE, Scale 3, for this purpose-built upper school, situated in a pleasant rural area of north Bedfordshire. A full range of G.C.E. and C.S.E. courses are established.

Application forms and further details from the Headmaster. Please apply immediately.

EALING
(London Borough)
EDUCATION SERVICE
EALING GREEN HIGH SCHOOL
Ealing Green, London W5 5EW

Required as soon as possible GRADUATE to teach MATHEMATICS in this 12-19 years boys comprehensive school. Candidates should be able to teach all ability levels. Examination courses exist at present at "A", "O" and CSE levels. The Mathematics Department covers the teaching of Pure Mathematics, Applied Mathematics, Statistics and Computing. The school has a micro computer. A willingness to participate fully in the life of the school and out of school activities would be welcome.

A Scale 2 post is available for a suitably qualified applicant.

London Weighting £759.

Application forms are obtainable from the Headmaster (S.A.E.) please.

ESSEX
BANCROFT'S SCHOOL
Woodford Green, Essex
Independent. Co-ed. 720 pupils. HMC.

Required January 1981 either part-time or full time TEACHER of MATHEMATICS to teach to at least "A" level standard. This could be an opportunity for someone interested in Computer education to become involved in large scale computer laboratory project. The ability to teach "A" level Maths with Statistics is desirable, but not essential.

Salary would be on the Burnham Scale at the appropriate point for an experienced person, and help with housing may be available.

Applications (no forms) to Headmaster with curriculum vitae and names of two referees.

HAMPSHIRE
OAK FARM SCHOOL
(Comprehensive Mixed)
Chaucer Road, Cove, Farnborough
Hampshire
N.O.R. 930
Required for January, 1981
Scale 2

MATHEMATICS TEACHER. To C.S.E. and "O" level. Interest in computer studies and/or statistics an added recommendation.

Closing date one week after appearance of this advertisement.

Letter of application nominating two referees to Head Teacher with S.A.E. for details.

HERTFORDSHIRE
COUNTY COUNCIL
ST ALBANS DIVISION
ROUNDWOOD PARK SCHOOL,
Harpenden, Herts AL5 3AE
Group 10

Graduate TEACHER for MATHEMATICS, required for January, to teach to all levels in this 11-18 school (Sixth Form 135) and with the ability to offer applied mathematics to A level. Mathematics suite includes computer terminal and departmental base. Scale 3 post for suitably experienced candidate. Help with removal and resettlement expenses in approved cases.

Applications to the Headmaster by letter with full C.V. and names and addresses of 2 referees. Further particulars available.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
CHESHUNT SCHOOL
Windmill Lane, Cheshunt.
Herts EN8 9AT
(880 all-ability, mixed, 11-18: 120 in Sixth Form)

MATHEMATICS TEACHER required January with COMPUTER STUDIES to "O" level in this grammar-gone-all-ability school. Temporary teacher for two terms considered. Thriving departments. [illegible] linked to Hatfield Polytechnic. Micro Computer 3802. K.M.P. In Computer Studies 35 Fifths take C.S.E., 20 take O and 38 Lower Sixths take Herts Diploma in Computing. Scale 2 available for experienced teacher. London Fringe allowance.

Please apply Headmaster (no forms) with curriculum vitae, naming two referees and stating extra curricular activities.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
WARD FREMAN SCHOOL
Buntingford, Herts.
(13 to 18 years, 680 on roll, 80 in Sixth Form)

Required for January, 1981. TEACHER of MATHEMATICS. This is a temporary appointment to replace a teacher on maternity leave. A high scale will be paid for a teacher of experience.

Write immediately to the Headmaster of the school, or telephone Royston 71818.

HILLINGDON
(London Borough of)
JOHN PENROSE SCHOOL
Norwood Way, Harefield,
Uxbridge, Middlesex
(Number on Roll 352—19 in Sixth Form)

Required in January 1981 for two terms. TEACHER of MATHEMATICS (Scale 2 available for a suitably qualified and experienced candidate), preferably to teach at all levels (up to "A" Level). The school is a developing 4 f.e. Comprehensive School, which took its first all-ability intake in 1977. Modern and traditional Mathematics are both taught throughout the school.

Application forms from and returnable to the Headmaster at the school.

London Allowance payable.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
FREDERICK GOUGH
COMPREHENSIVE SCHOOL
Grange Lane South, Scunthorpe
Head Teacher: [illegible]
No. on Roll: 1,460
Re-advertisement

Required for January 1981 a well qualified MATHEMATICIAN (Scale 2) to teach the full range of age and ability up to "O" level in a large and successful department.

The School has two microcomputers which members of staff can use and there would be the opportunity of teaching computer studies.

Application forms and further details obtainable from the Head Teacher at the School to whom completed forms should be returned no later than November 14, 1980 (F.S.A.E. please).

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
BENFIELD SCHOOL
MATHEMATICS SPECIALIST
(Scale 2 post)

Required from April, 1981, a suitably qualified and experienced TEACHER for appointment to a Scale 2 post able to teach MATHEMATICS up to and including "A" level at this county Coeducational Comprehensive School.

An interest in micro-computers would be an advantage. Application forms and further particulars obtainable from and returnable to the Head Teacher, Benfield School, Benfield Road, Newcastle upon Tyne NE6 4NU, by November 24, [illegible]

OXFORDSHIRE
COUNTY COUNCIL
REDEFIELD SCHOOL
Blackbird Leys, Oxford

Required for January 1981, an experienced temporary TEACHER of MATHEMATICS to teach 4th and 5th year C.S.E., 6th form C.E.E., and if possible some Computer Studies. Scale 3 post available for a suitable candidate. This post is initially temporary until August 31, 1981, with a possibility of extension to 1982, in which case it would carry security of tenure with the Local Authority.

Apply to the Head Teacher, S.A.E., please.

SURREY
EDUCATION COMMITTEE
GLYN SCHOOL
The Kingsway, Ewell, Epsom

TEACHER of MATHEMATICS required, for January if possible.

Reorganising grammar school, 750 boys 12-18, including Sixth Form of approximately 200.

Post involves mainly Advanced Level teaching in new Mathematics Unit with computer facilities.

Responsibility post available.

Write to Headmaster for details.

SURREY
ROYAL GRAMMAR SCHOOL
Guildford
(formerly voluntary controlled, now HMC Independent
650 boys, 200 in Sixth Form)

Required in January, a GRADUATE to teach MATHEMATICS throughout the School, including a share of Sixth Form work. This is an opportunity to join a strong and successful department in a School where academic standards are high. Computer facilities are good and expanding.

Salary: Burnham plus £177 Surrey "fringe" allowance. Scale 2 available for suitably qualified and experienced candidate.

Applications in the form of a curriculum vitae supported by a letter of application quoting two referees, should be submitted as soon as possible to the Headmaster, the Royal Grammar School, High Street, Guildford, Surrey GU1 3BB.

SURREY
EDUCATION COMMITTEE
GEORGE ABBOT SCHOOL
Burpham
(12 to 18 years)

MATHEMATICIAN (Scale 3), to be second in charge of large strong department, offering a full range of courses up to "A" level and Oxbridge entrance exam.

Please write without delay to the Head, Woodruff Avenue, Burpham, with details of experience and names of referees.

SURREY
EDUCATION COMMITTEE
NORK PARK COUNTY SECONDARY
Banstead

MATHEMATICS/COMPUTER STUDIES. Scale 2 for suitable candidate.

Apply to the Head. Tel.: Burgh Heath 59103.

Scale 1 Posts

AVON COUNTY
ST. GEORGE SCHOOL
Russell Town Avenue,
Bristol BS5 9JH

Required for January 1981, a Scale 1 TEACHER of MATHEMATICS to teach the subject to all abilities in years [illegible] separate site from the main campus. Pupils are taught in broad ability bands for at least 20 per cent of their timetabled programme, and the approach is essentially a modified modern mathematics programme. The Social Priority Allowance is payable.

Applications by letter to the Headmaster, with full details and the names of two referees, immediately.

AVON COUNTY
PAGE SCHOOL
North View, Staple Hill, Bristol
11-16 years Comprehensive
590 on roll: 11-18 years from September, 1982.

Required, a TEACHER of MATHEMATICS with SCIENCE. A Scale 2/3 post is available for an experienced Teacher with a Degree in Mathematics. There are well established "O" level and C.S.E. courses. "A" level courses should be established in 1982.

Apply by letter to the Headmistress giving full details of age, qualifications, experience, names and addresses of two educational referees.

BEDFORDSHIRE
NORTHERN AREA
SHARNBROOK UPPER SCHOOL
Odell Road, Sharnbrook,
Beds, MK44 1JX
Tel.: Bedford 782211.
Headmaster: Mr. G. W. Grounds

Required for January 1981 for the Spring Term only, a temporary Scale 1 TEACHER of MATHEMATICS and COMPUTER STUDIES. This is a purpose-built upper school offering a full range of examination courses.

Application forms and further details from the Headmaster. Please apply immediately.

BRENT
(London Borough of)
PRESTON MANOR HIGH
(MIXED) SCHOOL
Carlton Avenue East,
Wembley HA9 8NA
(Roll [illegible] approximately 200 in well-established Sixth Form. Excellent modern facilities in all subjects.)
Headmaster: Dr. I. S. Mason, M.Sc., F.R.I.C.

Required from January, 1981: GRADUATE in MATHEMATICS (Scale 1) to teach the subject to "A", "O" and C.S.E. levels. Subject is strongly established within the school. Ability to offer Statistics will be an added recommendation. Experienced candidates able to offer Advanced level work will be considered for a Scale 2 post.

London Allowance of £759 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the school within seven days giving age, present post qualifications, experience and referees, enclosing s.a.e. for reply.

CORNWALL
EDUCATION COMMITTEE
FALMOUTH SCHOOL
Trescobeas Road, Falmouth
Group number: 13
No. on Roll: 1450
Sixth Form of 225
Headmaster: Mr D. H. Tribe

Required for the Spring Term, 1981, a TEMPORARY TEACHER of MATHEMATICS (S.M.P.) to "O" level.

Please apply by letter with curriculum vitae and names and addresses of two referees to the Headmaster, [illegible]

CROYDON
(London Borough of)
ASHBURTON HIGH
Shirley Road
Croydon CR9 7AL
Telephone: 01-656 0232-3
Tenable, January 1, 1981

Required for this 11-16 Mixed Comprehensive school a TEACHER of MATHEMATICS to teach a range of classes up to C.S.E. and "O" Level. S.M.P. is taught throughout the school. An interest in computing and micro-processors would be an advantage although this is not essential.

Salary—Burnham Scale 1 with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DEVON
See block advertisement on page 42.

DORSET
OAKMEAD BOYS' SCHOOL
Duck Lane, Bournemouth
(640 on roll)

Required January, 1981, or as soon as possible thereafter, TEACHER for COMPUTER STUDIES and MATHEMATICS, Scale 1. The school has its own PET Computer with associated hardware and there are developing courses at CSE and "O" level.

Assistance with removal and legal expenses.

Apply by letter to the Headmaster, enclosing curriculum vitae and the names of two referees. S.A.E. please for acknowledgment.

DUDLEY
(Metropolitan Borough)
REDHILL SCHOOL
Junction Road, Stourbridge,
West Midlands
(11-16 co-educational comprehensive: 1,007 on roll)

Required for January 1981, TEACHER of MATHEMATICS, Scale 1, to share in teaching of subject throughout the school up to "O" and C.S.E. level.

Further details available from the Headmistress, to whom application should be made immediately, stating qualifications and naming two educational referees.

EALING
(London Borough of)
EDUCATION SERVICE
REYNOLDS HIGH SCHOOL
Gunnersbury Lane, Acton, London W3 8BQ

Required for September 1980, or as soon as possible, TEACHER of MATHEMATICS (Scale 1).

The successful candidate will be expected to teach across the ability range up to "O" level.

London Weighting £759 plus Social Priority Allowance.

Forms obtainable from the Headmaster (S.A.E.) to be returned as soon as possible.

ENFIELD
(London Borough of)
BULLSMOOR SCHOOL
Bullsmoor Lane, Enfield, Middlesex
(New Mixed Comprehensive, Roll 950)

Required for January 1981, TEACHER for MATHEMATICS (Scale 1), to join a strong well-organised department.

London Allowance payable £498 per annum.

Consideration given to assistance with removal and relocation costs, temporary housing and two homes allowance.

Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher, to whom they should be returned as soon as possible.

MINCHENDEN SCHOOL
(Mixed Comprehensive)
High Street, Southgate, London N14 6BN
(Roll 1,400)

Required for January 1981, a part-time TEACHER of MATHEMATICS (Scale 1) to join a large department, teaching S.M.P. to C.S.E., "O" and "A" levels.

London Allowance payable £498 per annum.

Letters of application, giving full curriculum vitae and including names of two referees, should be sent to the Headmaster within 10 days of the appearance of this advertisement (S.A.E. option, for result).

ESSEX
THE DEANES
(Roll 1,200)
Daws Heath Road,
Benfleet SS7 2TD
Tel.: Rayleigh 773046
MATHEMATICS TEACHER Scale 1

Required January, 1981. Mathematics Specialist for 11-16 range. Modern, well equipped subject centre.

HASSENBROOK SCHOOL
(Roll 1,398)
Hassenbrook Road,
Stanford-le-Hope
Tel.: Stanford-le-Hope 71566
MATHEMATICS Scale 1

Required January. Mathematics specialist teaching throughout school to examination level. Excellent reprographic facilities. Interest in Science an advantage. London Fringe Allowance.

For both posts: curriculum vitae and names of referees to the Head Teacher concerned (foolscap s.a.e., please).

HAMPSHIRE
SOUTH EAST HANTS AREA
WARBLINGTON SCHOOL
Southleigh Road, Havant PO9 2RR
(12 to 16 years mixed comprehensive—960 on roll)

Required January, TEACHER for MATHEMATICS across the age range. Ability to teach Technical Drawing an advantage—Scale 1.

Letter of application to Headmistress, enclosing curriculum vitae and S.A.E. for details.

HARINGEY
(Borough of)
HORNSEY SCHOOL FOR GIRLS
Inderwick Road, London N8 9JF
Headmistress: Miss H. M. Curtis B.A., J.P.
Telephone: 348 6191
Roll, 1,300: 250 in Sixth Form

Required for January, 1981: Well-qualified graduate MATHEMATICS TEACHER, Scale 1. The school follows S.M.P. syllabus and the subject is taught to C.S.E., G.C.E., "O" and "A" level. There is a computer link with Middlesex Polytechnic.

London Allowance (£759) payable.

Removal expenses—100 per cent allowed in approved cases.

Please apply by letter to the Headmistress at the school, giving the names of two referees.

NORTHUMBERLAND PARK MIXED COMPREHENSIVE SCHOOL
Trulock Road, Tottenham N17 0PG
Telephone: 01-801 0091

Required for January, 1981, or as soon as possible thereafter:
MATHEMATICS TEACHER.

Salary Scale 1. Additional allowances payable: London, £759; Social Priority, £201/£276.

Northumberland Park School is a thriving purpose-built community school with fine facilities, where general standards and a carefully structured pastoral system enjoy a high priority. The successful candidate will join an energetic and committed staff.

An enthusiastic Teacher of Mathematics is required, with a interest across the ability range. Examination courses include C.S.E. (Modes 2 and 3), G.C.E. "O" and "A" level (Modern Syllabus), City and Guilds Foundation Course and "O" level Computer Studies. The position offers an excellent opportunity to someone with both flair and a lot of energy interested in the teaching of Mathematics and involved in the total education of all children.

Removal expenses—100 per cent allowed in approved cases.

Application forms and further details obtainable from the undersigned (S.A.E.) to be returned to the Headmaster at the school by Friday, November 14, 1980.

HAVERING
(London Borough of)
EMERSON PARK SCHOOL
(Roll: 1,050, Co.-Ed.
Sixth Form 160)
Wych Elm Road, Wingletye Lane
Hornchurch, Essex
Telephone: Hornchurch 43773
Head Teacher: J. A. Fowler, M.A.
MATHEMATICS, Scale 1/2.

For further details please see our display advertisement under Secondary Vacancies.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN
CHISWICK SCHOOL
Burlington Lane, Chiswick, W4 3UN
Headmaster: Mr. B. S. Hurrell, B.Sc. (Co-educational 11-18-plus age range Comprehensive School, Group 13, 10 F.E.)

Required January, 1981, a MATHEMATICS TEACHER (Scale I, or Scale II for suitably qualified and experienced teacher) to join well-established department. Candidates should state to which standard they are prepared to teach. There are Computer Courses and the school has its own micro-processor as well as having access to the Borough Computer. There is a Mathematics Laboratory in the Lower School and S.M.P. is taught throughout, the department has its own Numeracy Schemes.

London Allowance: £498 payable.

Closing date: within 10 days.

Letters of application in the first instance to the Headmaster, giving details of qualifications and names and addresses of two referees (stamped, addressed envelope, please).

A. Groves, Director of Education.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
WOLFRETON SCHOOL
Carr Lane, Willerby, Hull HU10 7LU
(Co-educational Comprehensive
Number on Roll 2,200)
MATHEMATICS TEACHER, Scale 1

Required for January 1981, a teacher of Mathematics. This post could be either temporary or permanent. Work up to University scholarship level is available to suitably qualified applicant.

Application forms are available from the Head at the school (S.A.E. please) to whom completed forms should be returned by November 10, 1980.

KIRKLEES
METROPOLITAN COUNCIL
DEIGHTON HIGH SCHOOL
Deighton Road, Deighton
Huddersfield HD2 1JP
(Ref.: 1468)

Required for January or Easter 1981, TEACHER of MATHEMATICS, Scale 1, for this 11-16 Comprehensive School.

Apply by letter with full curriculum vitae and names and addresses of two referees to the Head Teacher within 14 days of the appearance of this notice.

KNOWSLEY
(Metropolitan Borough of)
RUFFWOOD COMPREHENSIVE SCHOOL
Roughwood Drive, Kirkby,
Liverpool L33 8XF
(1,870 boys and girls 11-18, 140 in Sixth Form,
SPA payable)

For January 1981: MATHEMATICS, Scale 1. Opportunity to develop special interests within large department (e.g. "A" level work or work with younger pupils.)

For further information send S.A.E. to Headmaster, to whom applications, giving details of age, qualifications and experience, together with the names of two referees, should be sent within 10 days.

LIVERPOOL
ST. EDMUND'S COLLEGE
1 Devonshire Road, Liverpool 83TX
Direct Grant Girls' Grammar School
(308 on roll)

Required for January, or as soon as possible, a TEACHER of MATHEMATICS, full or part-time considered.

Scale 2 for suitable applicant.

Applications by letter to the Headmistress, Mrs. K. A. Goodacre, M.A., giving the names of two referees.

LIVERPOOL
ASSISTANT SCALE 1
MATHEMATICS
ALSOP COMPREHENSIVE
SCHOOL (BOYS)
Queens Drive Liverpool L4 6SH

Required for January to teach the subject throughout the school up to at least C.S.E. level although there will be some opportunity for higher level work.

Forms available from (S.A.E.) and returnable to the Head Teacher, quoting reference P&M 878(b), by November 10, 1980.

LONDON, S.E.22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, S.E.22

Required for September 1981 to fill a post in an expanding department, a MISTRESS to share in the teaching of MATHEMATICS throughout the school to G.C.E. Advanced level.

Salary James Allen's Girls' School Scale (i.e., Burnham plus) with Inner London Addition. (A higher scale would be considered for a suitably qualified and experienced candidate).

Apply with testimonials and the names of two referees to the Headmistress.

SANDWELL
(Metropolitan Borough of)
TIVIDALE COMPREHENSIVE SCHOOL
(11 to 18 Comprehensive)
Required for January, 1981:
MATHEMATICS—Scale 1.

Letters of application, stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Lower City Road, Tividale, Warley, West Midlands.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races and to registered disabled people.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
FOREST COMPREHENSIVE SCHOOL
Hawbush Road, Leamore, Walsall

MATHS TEACHER (Scale 1), required for January, 1981. Ability to teach to examination level desirable but not essential. Primary/Middle School trained considered.

Closing date: November 7, 1980.

Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing an S.A.E.

WEST SUSSEX
THE WEALD SCHOOL
Station Road, Billingshurst, West Sussex.

11 to 18 mixed Comprehensive. Required January 1st, 1981 suitably qualified TEACHER to teach MATHEMATICS throughout school. A modern mathematics course is followed in the main school, followed by a traditional "A" level course. Knowledge of microcomputing an advantage.

Help with removal expenses in appropriate cases.

Form and details from Head Teacher on receipt of (S.A.E.).

Modern Languages

Other Posts on Scale 2 and above

ESSEX
CHELMER VALLEY HIGH SCHOOL
(Roll 1,280, including 147 in sixth form)
Court Road, Broomfield,
Chelmsford CM1 6ER
(Tel.: 0245 440232)

TEACHER of FRENCH (Scale 2). Required in January, 1981, or as soon as possible. Good opportunities for ambitious teacher. Good facilities.

Curriculum vitae and names of referees to the Head Teacher (foolscap S.A.E., please).

WEST SUSSEX
THE WEALD SCHOOL
Station Road, Billingshurst RH14 9RY

Required January, 1981, experienced LANGUAGE TEACHER to be second in a department of six, Scale 2.

Candidates should be able to teach French and German, one subject to "A" level, and be responsible for either French to lower School or German. Removal expenses in approved cases.

Form and details from Headmaster on receipt of S.A.E.

Scale 1 Posts

BERKSHIRE
WINDSOR BOYS' SCHOOL,
Maidenhead Road,
Windsor SL4 5EM
N.O.R. 816

Required for January 1981, GRADUATE TEACHER of FRENCH (Scale 1) to teach up to "O" level in this 13-18 school which is now in its third year of transition from Grammar to Comprehensive. Willingness and ability to help with games would be an advantage. This is a temporary appointment for two terms only.

Applications immediately by letter to the Headmaster with full curriculum vitae and the names and addresses of two referees (s.a.e.). Closing date November 17.

BROMLEY
(London Borough of)
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill,
Westerham, Kent

Required for January for two terms well qualified LANGUAGES SPECIALIST to teach FRENCH or French and German in an enterprising successful department at this purpose-built six-form entry, 11 to 18 years, mixed, all-ability school with a balanced intake. Excellent facilities.

London Area Allowance, Scale 1.

Further inquiries welcomed.

Apply by letter to the Headmaster as soon as possible, with full qualifications, etc., and addresses of two educational referees.

CROYDON
(London Borough of)
LANFRANC HIGH
Mitcham Road
Croydon CR0 3AB
Tel. 01-689 1900/7
Tenable: January 1 1981

TEACHER required to teach FRENCH in this 11-16 Mixed Comprehensive School. Ability to teach to "O" level essential.

Salary Burnham Scale 1 with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DEVON
See block advertisement on page 42.

DORSET
POOLE GRAMMAR SCHOOL
Gravel Hill, Poole
Dorset BH17 7JU
(760 boys, 12 to 18)

Required for September 1981 or January 1981 (if January then the post could be either permanent or for two terms only), a GRADUATE to teach GERMAN (Scale 1), together with some FRENCH. "A" level work immediately available for German to a suitable candidate; "O" level in French.

Assistance with removal and legal expenses for a permanent appointment.

Application forms and full particulars on receipt of stamped addressed envelope from the Headmaster.

DURHAM
COUNTY COUNCIL
WELLFIELD COMPREHENSIVE SCHOOL
Wingate

1,220 pupils 11 to 18 years. [illegible] FRENCH/FRENCH STUDIES. TEACHER required [illegible] Scale 1. January, 1981 or as soon as possible thereafter.

Stamped addressed envelope for application form and further details to Area Education Office, [illegible] Lane, Easington, Peterlee, Co. Durham.

Closing date for receipt of applications November 17, 1980.

ESSEX
WEST HATCH HIGH SCHOOL
(Roll: 1,380)
High Road, Chigwell
Tel.: 01-504 8216

TEACHER of FRENCH Scale 1. Graduate TEACHER of FRENCH required January 1981, to teach across the age and ability range in this 11-18 co-educational comprehensive.

Curriculum vitae and names of referees to the Headteacher (foolscap S.A.E. please).

HAVERING
(London Borough of)
THE COOPERS' COMPANY AND COBORN SCHOOL
St Mary's Lane,
Upminster, Essex.
Voluntary Aided 6 F.E. Mixed.

Required for Spring Term 1981 (and Summer Term): Temporary TEACHER of FRENCH to take classes from 3rd—6th Form during the maternity leave of permanent teacher. A fairly light timetable is involved, but this does include both "O" and "A" level language classes.

The school buildings, which include excellent teaching facilities, are situated in 25 acres of ground in pleasant green belt countryside yet within easy reach of London by Underground.

Applications with full curriculum vitae to the Headmaster as soon as possible naming two referees. London Allowance [illegible]

SECONDARY
Modern Languages
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
FRANK MONTGOMERY
SECONDARY SCHOOL
[illegible]
Headmistress: Mrs. B. S. J. Chapman, M.A.

Required for Spring Term, 1981, a temporary, full-time TEACHER of FRENCH: prepared to teach across the complete age range and ability range.

Apply in writing, giving two referees, to the Headmistress at the school in Bredlands Lane, Sturry, Canterbury, Kent.

MANCHESTER (City of)
EDUCATION COMMITTEE

Required for January, 1981: TEACHER of SPANISH and FRENCH (graduate preferred) to teach both languages to examination level. The appointment is pursuant to the Manchester Education Authority. Scale 1 but Scale 2 available for appropriately experienced applicant.

The teacher appointed will be based at Birley High School, Chichester Road, Hulme, Manchester 15, for two terms in the first instance.

Sixth-form work is available for a suitably qualified teacher.

Please apply by letter to the Head Teacher at Birley High School, giving the names of two referees.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
CLAYDON SECONDARY SCHOOL
Beccles Road, Gorleston
Great Yarmouth NR31 8AJ
Group 8
Number on Roll: 702

TEACHER of FRENCH. At present this post mainly involves teaching in the first three years of the school. The school is at present Secondary Modern but is due to become an all-ability High School in 1981. Please include subsidiary subjects offered and names and addresses of two referees.

Required January 1981 or as soon as possible thereafter. Scale 1.

Application forms obtainable from the Acting Headteacher on receipt of S.A.E. and should be returned to the School.

NORTH YORKSHIRE
COUNTY COUNCIL
HARROGATE GRANBY HIGH SCHOOL
Avondale Road, Harrogate
11-18 Comprehensive

Required for January, 1981, a well qualified TEACHER for GERMAN, including "A" level work, with some French. This is a scale 1 appointment and could be permanent or temporary for one or two terms. The Modern Languages Department is very strong with an excellent record and splendid facilities.

The school is a large, thriving community on one site.

Apply immediately to the Headmaster with full career details and names and addresses of two referees.

ST. HELENS
EDUCATION COMMITTEE
WEST PARK HIGH SCHOOL
FOR BOYS
Alder Hey Road, St. Helens,
Merseyside
(11-18 years Comprehensive) 738 on roll, 208 in sixth form)
FRENCH (SCALE 1)

Required for January, 1981. To teach French to "O" level.

Application forms are available from the Head Teacher to whom they should be returned immediately.

SUFFOLK
DEBEN HIGH SCHOOL
Garrison Lane, Felixstowe
IP11 7RF
(11-18 mixed comprehensive.
Roll 940)

TEACHER of MODERN LANGUAGES Scale 1 required January, 1981, able to teach French at least to "O" level.

Forms and further details available from Headteacher at the school (S.A.E. please).

SUTTON
(London Borough of)
WALLINGTON HIGH SCHOOL
FOR GIRLS
Woodcote Road,
Wallington SM6 0PH
Telephone: 01-647 2380
Headmistress:
[illegible] Vapsiona, B.A.
MODERN LANGUAGES, Scale 1

Required January 1981 for this selective girls' school a TEACHER to teach FRENCH to "A" level and German to "O" level, with the possibility of "A" level work for a suitably qualified candidate. Scale 1.

Letters of application as soon as possible to the Headmistress, giving names of two referees.

SURREY
EDUCATION COMMITTEE
GLYN SCHOOL
The Kingsway, Ewell, Epsom

TEACHER of FRENCH required, for January if possible.

Reorganising grammar school, 750 boys 12 to 18, including Sixth Form of approximately 200.

Post involves teaching to C.S.E., "O" and "A" levels.

Write to Headmaster for details.

Music

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
[illegible]
HIGH SCHOOL
[illegible] Road, Ashford, Kent.
Roll 1000 (mixed).

January 1981 HEAD of MUSIC required. Scale 3 post available. School band and jazz group.

Further particulars and application form from the Headmaster (s.a.e. please).

Scale 1 Posts

HAVERING
(London Borough of)
THE CAMPION SCHOOL
(Roll 730 boys—Sixth Form 160)
Wingletye Lane, Hornchurch RM11 [illegible]
Telephone: Hornchurch 52332
Head Teacher: Dr. J. P. Row[illegible], B.Sc.
MUSIC, Scale 1.

For further details please see our display advertisement under Secondary Vacancies.

HAVERING
(London Borough of)
HARROW LODGE SCHOOL
(Roll 750 boys)
Hyland Way, Hornchurch, Essex
Telephone: Hornchurch 57041
Head Teacher: W. S. Youll-Richards, B.A.
MUSIC, Scale 1.

For further details please see our display advertisement under Secondary Vacancies.

HERTFORDSHIRE
PARMITER'S SCHOOL
High Elms Lane, Garston
Watford
Telephone: Garston 71424

Required January, TEACHER of MUSIC for two days per week. Willingness to help with choir and orchestra practice in and out of school hours is essential.

Further details from and applications to Headmaster giving curriculum vitae and details of two referees.

NEWHAM
(London Borough of)
WOODSIDE SCHOOL
Woodside Road, Plaistow
London E13 8RX
(Roll 928)
Head Teacher: Mr. P. J. Jones

TEACHER of MUSIC/GENERAL (Scale 1) required as soon as possible. This is a temporary appointment to cover a teacher on maternity leave which will terminate on July 24, 1981.

London Allowance (£759) plus Social Priority Allowance.

Application forms available from the Head Teacher to whom completed forms should be returned by November 21, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
MOUNT STREET C.P. SCHOOL
Brecon

Required for April 27, 1981, or earlier as may be agreed, a qualified ASSISTANT TEACHER who is also able to take music throughout the School. Scale 1. Ref: 315.

Application forms obtainable from the Director of Education, Powys County Hall, Llandrindod Wells, to whom completed forms should be returned by November 14, 1980.

Physical Education

Other Posts on Scale 2 and above

HAVERING
(London Borough of)
THE COOPERS' COMPANY AND COBORN SCHOOL
St Mary's Lane,
Upminster, Essex
Voluntary Aided. 6 F.E. Mixed.

Required for September, 1981 or earlier HEAD of BOYS' PHYSICAL EDUCATION, Scale 3. An enthusiastic specialist is required to be in charge of Boys' P.E. in this well-established department.

The applicant will need to demonstrate an interest in a wide range of activities, such as basketball, athletics and soccer, but an interest in Rugby is essential. Facilities are excellent and include extensive playing fields and tennis courts, a well-equipped sports hall and gymnasium and a heated indoor swimming pool. Apply by letter with full curriculum vitae/two educational stating additional teaching subject. The names of two referees are also required.

MID GLAMORGAN
COUNTY COUNCIL
TAFF ELY DISTRICT
ST. MICHAEL'S VOLUNTARY SCHOOL
Treforest, Pontypridd
Required for January, 1981

Qualified TEACHER required to take responsibility for BOYS' PHYSICAL EDUCATION and GAMES. Applicants should hold the Catholic Teachers' Religious Certificate. Scale 2.

Forms of application, obtainable from the Head Teacher, St. Michael's School, John Place, Treforest, Pontypridd, Mid Glamorgan, CF37 1SP, are to be returned to the Chairman of the Governors, The Very Reverend Canon P. Dwyer, St. Dyfrig's Presbytery, Broadway, Pontypridd, Mid Glamorgan, by not later than November 22, 1980.

Scale 1 Posts

AVON COUNTY
RALPH ALLEN SCHOOL
Claverton Down Road, Bath
BA2 7AD
Co-educational, comprehensive, 11 to 18, 860 on roll.

Required for January 1st 1981, full-time TEACHER of GIRLS' P.E. (particularly Netball/Tennis) and also able to teach some SCIENCE (particularly Biology/Human Biology).

Applications by letter to the Headmistress, from whom further particulars may be obtained on receipt of (S.A.E.). Please include full curriculum vitae and names and addresses of two referees.

BERKSHIRE
EASTHAMPSTEAD PARK SCHOOL
Easthampstead Park,
Wokingham RG11 3DF
N.O.R. 1,480 Comprehensive.

Required from January 1981, or as soon as possible: TEACHER of BOYS P.E. (Scale 1) for this Group 13 comprehensive school.

Ability to teach Rugby, Soccer and Athletics is essential and willingness to play a full part in the training of school teams.

Please apply in writing for application form and full details to the Principal (s.a.e.). Closing date November 17.

BROMLEY
(London Borough of)
ST. JOHN RIGBY R.C. SCHOOL
Layhams Road, West Wickham, Kent
BR4 9HH

A qualified PHYSICAL EDUCATION SPECIALIST, preferably Catholic, is required to teach the subject to boys in this newly formed comprehensive school from January, 1981. This is a Scale 1 post. The successful candidate would join a very hard-working, enthusiastic and devoted team.

Applications in the first instance by letter to the Headmaster giving the names and addresses of two referees.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
REDRUTH COMPREHENSIVE SCHOOL
Tolgus Hill, Redruth TR15 1TA
Group Number 13
Number on roll 1,890
Headmaster: Mr. A. Parkes, B.A.
Sixth Form of 130

Required for January, 1981, TEACHER for GIRLS' PHYSICAL EDUCATION and GAMES. Ability to offer a Social Studies subject as a subsidiary would be an advantage.

Required as soon as possible, part-time TEACHER of DOMESTIC CRAFTS.

Redruth School is an 11 to 18 mixed comprehensive school of 1,890 pupils. The school is a split site on one campus.

Please apply by letter, including curriculum vitae and names and addresses of two referees, to the Headmaster.

DEVON
See block advertisement on page 42.

DUDLEY
METROPOLITAN BOROUGH
THE DUDLEY SCHOOL
St James's Road, Dudley
West Midlands DY1 3JL
(12 to 18 co-educational Comprehensive. 800 on roll)

GIRLS' PHYSICAL EDUCATION TEACHER required for January 1981.

Apply by letter to the Headmaster.

EALING
(London Borough of)
EDUCATION SERVICE
BRENTSIDE HIGH SCHOOL
Greenford Avenue, Hanwell W7 1JJ

Required for one year only a SUPPLY TEACHER of Boys' PHYSICAL EDUCATION to cover a vacancy created by a one-year secondment. The school has excellent facilities, including a sports hall and large playing field.

Apply to the Head at the school (S.A.E.).

ENFIELD
(London Borough of)
EDMONTON SCHOOL
Great Cambridge Road, Enfield, Middlesex, EN1 1HQ
(Mixed Comprehensive) Roll 1430.
Telephone: 01-360 3158

Required for January 1981, or as soon as possible thereafter, TEACHER of BOYS PHYSICAL EDUCATION, Scale 1, to join a department offering a wide range of activities. Candidates are asked to state their second subjects. Temporary appointment considered.

Application forms (stamped addressed foolscap envelope) together with further information obtainable from the Head Teacher to whom they should be returned as soon as possible.

KINGSMEAD SCHOOL
Southbury Road, Enfield, Middlesex, EN1 1YQ
(Mixed Comprehensive). Roll 1,300.

Required for January 1981, a well-qualified TEACHER of GIRLS PHYSICAL EDUCATION with a particular interest in Basketball and major games (Scale 1).

The successful candidate will be a member of a large, well-organised department wherein all the teachers actively organise numerous out-of-school activities.

Application forms (stamped addressed foolscap envelope) obtainable from the Head Teacher to whom they should be returned as soon as possible.

For above Posts:-
London Allowance payable £498 per annum.

Consideration given to assistance with removal and relocation costs, temporary housing, and two homes allowance.

HARINGEY
(London Borough of)
THE WILLIAM FORSTER SCHOOL
Langham Road, Tottenham, London N15 3RB
Comprehensive Mixed (11 to 18)
School 1100 on roll.
Required from January, 1981:
TEACHER of GIRLS PHYSICAL EDUCATION

London Allowance (£759) payable.

Removal Expenses—100 per cent allowed in approved cases.

Please apply by letter to the Headmaster in the first instance, giving details of qualifications and experience and the names and addresses of two referees.

HARINGEY
(Borough of)
STATIONERS' COMPANY'S SCHOOL
Mayfield Road, London N8 9LR
Telephone: 348 1660/6
Voluntary controlled school
Roll, 1,000 boys, 120 in Sixth Form
Required for January, 1981:

Temporary TEACHER of PHYSICAL EDUCATION for two terms, in place of teacher on secondment.

London Allowance (£759) payable.

Please apply as soon as possible to the Headmaster at the school giving brief details of qualifications and experience and the names of two referees.

HAVERING
(London Borough of)
THE COOPERS' COMPANY
AND COBORN SCHOOL
St. Mary's Lane
Upminster, Essex
(Voluntary aided, Sixth Form Education, Mixed)

Required for January, 1981, TEACHER of PHYSICAL EDUCATION Scale 1. This is a temporary appointment for one or two terms and arises because of the recent promotion of the Head of Boys' P.E. An interest in Rugby, Soccer and Basketball is desirable.

Facilities are excellent, including a heated indoor swimming pool, well-equipped sports hall and gymnasium and extensive playing fields.

Apply by letter with full curriculum vitae to: The Headmaster, stating additional teaching subject. The names of two referees are also required.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
BEAUHERNE C.P. JUNIOR SCHOOL
Canterbury

Required for January, 1981, TEACHER for second or third year Juniors with ability to help with boys' Physical Education and Games.

Temporary appointment for Spring and Summer Terms, 1981.

Apply by letter giving full particulars and naming two referees to the Head Teacher at the school in City View, Canterbury.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
HORBURY SCHOOL
(11 to 16 years, mixed comprehensive, number on roll: 1,121)

Required January, 1981, a Scale 1 TEACHER of GIRLS' PHYSICAL EDUCATION.

Application forms and further details available (on receipt of a S.A.E.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.

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TELL PEOPLE ABOUT
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THE TIMES
Educational Supplement

SECONDARY
Physical Education continued

WALSALL
(Metropolitan Borough of)
EDUCATION COMMITTEE
ALUMWELL COMPREHENSIVE SCHOOL
Primley Avenue, Walsall

Required for January, 1981, TEACHER OF GIRLS' PHYSICAL EDUCATION Scale 1, to join this large and lively Department.

Closing date: November 7th, 1980.

Application should be made by letter to the Head Teacher of the school giving names and addresses of two referees and enclosing an (S.A.E.).

Religious Education

Scale 1 Posts

BRENT
(London Borough of)
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East,
Wembley HA9 8NA

(Roll: 1,180, expanding to full 7 f.e.; 11-18, approximately 200 in well established Sixth Form. Excellent modern facilities in all subjects.)

Headmaster: Dr I. S. Mason, M.Sc. FRIC.

Required from January, well qualified TEACHER of RELIGIOUS EDUCATION (Scale 1) able to teach the subject throughout the school up to C.S.E. "O" and "A" levels. The subject is well established and a lively, interesting and committed teacher who can make a real contribution to the work in this department is sought. Experienced candidates able to offer Advanced Level work will be considered for a Scale 2 post.

London Allowance of £759 per annum is payable, and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

DEVON
See block advertisement on page 24.

WALSALL
(Metropolitan Borough of)
EDUCATION COMMITTEE
ALDRIDGE COMPREHENSIVE SCHOOL
Tynings Lane, Aldridge, Walsall

TEACHER OF RELIGIOUS STUDIES required for January, 1981. Examination work to "O" and "A" level available. Large Sixth form with successful Religious Studies courses.

Application should be made by letter to the Head Teacher of the school giving the names and addresses of two referees and enclosing an (S.A.E.).

Rural Studies

Scale 1 Posts

DEVON
See block advertisement on page 27

Science

Heads of Department

CROYDON
(London Borough of)

ST. JOSEPH'S COLLEGE R.C.
Beulah Hill,
Upper Norwood S.E.19
Telephone: 01-761 1426/7

Tenable: As soon as possible

St. Joseph's College (founded in 1855 and run by the de la Salle Brothers) is Roman Catholic Sixth Form Entry Aided school for boys aged 11-18 with a sixth form of 300.

HEAD of PHYSICS required: well qualified enthusiastic graduate with sound experience to assume responsibility for this subject within a strong science faculty. With well established examination courses leading to C.S.E., "O" and "A" level, together with Oxbridge and other scholarships. There are eight well equipped laboratories with ancillary support.

Salary: Burnham Scale 3 with *London Area Allowance.*

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

ENFIELD
(London Borough of)
CHACE SCHOOL
Churchbury Lane, Enfield,
Middlesex EN1 2HQ
(Boys' Comprehensive, 11-19 years)
Roll 960
HEAD OF PHYSICS
Scale 3

Required for January or April, 1981, an experienced TEACHER for the above vacancy which has occurred as the result of promotion. The Science Department has six laboratories and the Physics Department is particularly well equipped. Physics is taught at all levels up to and including Scholarship level and is both popular and taught up to "A/O" level with equal success.

This is a re-advertisement, previous applicants will be considered.

London Allowance payable £498 per annum.

Consideration given to assistance with removal and relocation costs temporary housing and two homes *allowance.*

Application forms obtainable from the Head Teacher by telephone or by post to whom they should be returned as soon as possible. Telephone No. 01-363 7531-3410.

HAVERING
(London Borough of)
FOREST LODGE SCHOOL
Roll: 1,398 (Co-educational)
Lodge Lane, Romford, Essex
Telephone: Romford 46412
Head Teacher: K. D. Barnes, B.A.
HEAD of PHYSICS, Scale 3

For further details please see our display advertisement under Secondary Vacancies.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS. DIVISION
KNIGHTS TEMPLAR SCHOOL
Park Street, Baldock, Herts.
(Group 10; Co-educational: Comprehensive: Roll 890: 11 to 18)

Required for January or Easter 1981, HEAD of SCIENCE (Scale 4), to teach all sciences to "O", "A" and "S" level.

Applications in writing, giving two references and curriculum vitae, to the Headmaster from whom further details are available.

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
OGWR DISTRICT
Comprehensive School
MAESTEG
(Social *Priority Allowance Payable*)
HEAD of PHYSICS DEPARTMENT

GRADUATE preferably with honours, in PHYSICS, to teach the subject to "O", "A" and "S" levels and to be responsible to the Head of Science for the teaching and organisation of Physics throughout the School. The successful candidate will be expected to assist with the teaching and organisation of General Science to C.S.E. level. Scale 3.

Application forms, to be returned by November 14, 1980, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Sunnyside, Bridgend.

Canvassing will disqualify.

W. Aylwyn Jones, Director of Education.

Other Posts on Scale 2 and above

CAMBRIDGESHIRE
CAMBRIDGE AREA
CHESTERTON SCHOOL

Required for April or earlier if possible in this 11-16 comprehensive school (Roll 1,170) in a good area, DEPUTY HEAD of SCIENCE with responsibility for the teaching of CHEMISTRY (Scale 2).

Letters of application with full curriculum vitae together with the names and addresses of two referees to the Headmaster, Chesterton School, Gilbert Road, Cambridge CB4 3NY as soon as possible.

This Outer London Borough is situated on the Eastern side of Central London and on the fringe of the Green Belt. There is easy access to London.

Unless otherwise stated:

All posts take effect from January 1981, or as soon as possible thereafter. Closing date is 14 days from the appearance of this advertisement. For all Secondary School posts, letters of application should be sent to the Headteacher concerned, giving full curriculum vitae and quoting two referees.

Applications requiring acknowledgment, requests for further details and forms should be accompanied by a stamped addressed envelope.

There is a scheme for removal expenses—details on request.

SECONDARY VACANCIES

THE CAMPION SCHOOL
(Roll 730 Boys—Sixth Form 160)
Wingletye Lane, Hornchurch RM11 3BX
Telephone: Hornchurch 62332
Headteacher: Dr. J. F. Rowbottom, B.Sc.

MUSIC

Scale 1, an interest in choir and orchestra is essential. For further details please telephone school.

EMERSON PARK SCHOOL
(Roll 1,050 Co. Ed.—Sixth Form 166)
Wych Elm Road, Wingletye Lane, Hornchurch, Essex
Telephone: Hornchurch 43773
Headteacher: J. A. Fowler, M.A.

i) MATHEMATICS

Scale 1/2, to share the teaching of the subject to 'O' level possibly 'A' level. Well established courses in SMP Maths to CSE and 'O' level, with both SMP and traditional approaches to 'O' and 'A' level. New entrants to the profession are welcome to apply; Scale 2 available to a suitably qualified and experienced candidate.

ii) ENGLISH

Scale 1, to share the teaching of the subject to the full ability range although especially younger age range pupils. Experienced teachers welcome to apply, as are new entrants to the profession or married women seeking a return to teaching. Lively department with a tradition of scholarship creative writing and dramatic production.

FOREST LODGE SCHOOL
(Roll 1,398 Co. Ed.)
Lodge Lane, Romford, Essex
Telephone: Romford 46412
Headteacher: K. D. Barnes, B.A.

HEAD OF PHYSICS

Scale 3, within a large successful science department located in well-equipped laboratories. Physics courses are well established to CSE, 'O' and 'A' level.

HALL MEAD SCHOOL
(Roll 1,050 Co. Ed.—Sixth Form 122)
Marlborough Gardens, Upminster, Essex RM14 1SF
Telephone: Upminster 25684
Headteacher: B. E. Saunders, B.A.

BIOLOGY

Scale 1/2, to assist with teaching throughout the school—excellent facilities. The subject is popular at both 'O' and 'A' level. Scale 2 available to a candidate with good relevant experience.

GAYNES SCHOOL
(Roll 1,058 Co. Ed.—Sixth Form 113)
Brackendale Gardens, Upminster RM14 3UX
Telephone: Upminster 22960
Headteacher: L. K. M. Bonny, M.Ed., F.C.P.

i) CHEMISTRY

Scale 2, Graduate teacher to join a strong department. Teaching will include CSE 'O' and 'A' level.

ii) PHYSICS AND GENERAL SCIENCE

Scale 2, a graduate teacher to be responsible for Lower School (Years 1 and 2) Science in addition to teaching some Physics in the Senior School. He/she will be joining a strong science department and expected to teach to CSE, 'O' and 'A' level.

HARROW LODGE SCHOOL
(Roll 750 Boys)
Hyland Way, Hornchurch, Essex
Telephone: Hornchurch 57041
Headteacher: W. S. Youll-Richards, B.A.

MUSIC

Scale 1, to teach mainly with Years 1 and 2 at the Lower School site. However, examination work would be available for a suitable candidate. There is a strong tradition of music in the school and the successful candidate would be expected to help with orchestral and/or choral work.

MARSHALLS PARK SCHOOL
(Roll 1,400 Co. Ed.—Sixth Form 85)
Havering Drive, Romford, Essex
Telephone: Romford 24134
Headteacher: T. B. Coomber, B.Sc.

CHEMISTRY

Scale 2, to teach the subject to 'A' level. Very good facilities, Scale 2 for a suitably qualified and experienced *applicant.*

MAYLANDS SCHOOL
(Roll 650 Girls)
Broadstone Road, Hornchurch, Essex RM12 4AJ
Telephone: Hornchurch 41537
Headteacher: Mrs. M. F. Brewer, B.Ed.

DRAMA

Scale 1, (readvertisement) to contribute across the whole Drama curriculum, but with a particular interest in theatre skills and production work. Drama is currently taken to CSE and an 'O' level course has just been started. Previous applicants who might still wish to be considered should re-apply.

ST. EDWARDS SCHOOL
(Roll 1,060 Co. Ed.—Sixth Form 160)
Aided C. of E. Comprehensive
London Road, Romford, Essex
Telephone: Romford 42809
Headteacher: J. E. Gwinnell, M.A.

METALWORK/WOODWORK/ENGINEERING DRAWING

Scale 1, full or part time for either a first appointment or a more experienced applicant. There are well equipped craft shops and engineering drawing is an expanding subject within a strong, energetic, department. Many candidates opt for 'O' level and CSE examinations in several syllabuses. 'A' level work also available for a suitable candidate.

Havering

EALING
(London Borough)
EDUCATION SERVICE
EALING GREEN HIGH SCHOOL
Ealing Green, London W5 5EW
Required for January, 1981:

PHYSICS, Scale 3

The person appointed will be expected to teach Physics to "A", "O" and C.S.E. levels and to help with Integrated Science teaching in the Lower school.

The department has a first class academic reputation and good laboratory and technical facilities. London Weighting £759.

Application forms are obtainable from the Headmaster (S.A.E.) please.

HAMPSHIRE
COURT MOOR SCHOOL
(Comprehensive Mixed, 11-16)
Spring Woods, Fleet, Hampshire
Number on Roll: 1,200

Required for January 1981: Scale 2 SCIENCE TEACHER, To teach Physical Science in Upper School; help organize and teach General Science in Lower School.

Closing date two weeks after *appearance of this advertisement.*

Letter of application nominating two referees to Head Teacher with S.A.E. for details.

HAVERING
(London Borough of)
MARSHALLS PARK SCHOOL
(Roll 1400 Co. Ed.—Sixth Form 85)
Havering Drive, Romford, Essex
Telephone: Romford 24134
Headteacher: T. B. Coomber, B.Sc.
CHEMISTRY, Scale 2

For further details please see our display advertisement under Secondary Vacancies.

HAVERING
(London Borough of)
GAYNES SCHOOL
(Roll: 1,058 Co-educational: Sixth Form 113)
Brackendale Gardens,
Upminster RM14 3UX
Telephone: Upminster 22960
Head Teacher:
L. K. M. Bonny, M.Ed., F.C.P.
PHYSICS and GENERAL SCIENCE, Scale 2.

For further details please see our display advertisement under Secondary Vacancies.

HAVERING
(London Borough of)
GAYNES SCHOOL
(Roll 1058 Co. Ed.—Sixth Form 113)
Brackendale Gardens, Upminster RM14 3UX.
Telephone: Upminster 22960
Head Teacher: L. K. M. Bonny, M.Ed., F.C.P.
CHEMISTRY, Scale 2

For further details please see our display advertisement under Secondary Vacancies.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
CHESHUNT SCHOOL
Windmill Lane, Cheshunt,
Herts. EN8 9AT
(880 all ability, mixed, 11 to 18; 120 in Sixth Form)

CHEMISTRY TEACHER required January to "A" level (with a very little Physics, if possible) in this grammar-gone-all-ability School. Temporary teacher for two terms considered. Very successful, well-equipped department.

Scale 2 available for experienced *teacher. London Fringe Allowance.* Please apply Headmaster (no forms) with curriculum vitae, naming two referees.

LIVERPOOL
ASSISTANT SCALE 2
CHEMISTRY

YEW TREE COMPREHENSIVE SCHOOL (MIXED)
(8F SCHOOL)
Finchen Road,
Liverpool L14 9NJ

"O" and "A" level work available.

Forms available from (S.A.E.) and returnable to the Head Teacher, quoting reference P&M 880(b), by November 10, 1980.

SURREY
EDUCATION COMMITTEE
NORK PARK CO. SECONDARY
Banstead (12-18)
TEACHER to be in charge of PHYSICS, Scale 3 post.

Apply to Head, Tel: Burgh Heath 50103.

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL

WAKEFIELD THORNES HOUSE (13-18) Mixed Comprehensive School
Number on Roll 1,104.
(Becoming (13-16) September 1981)

Required January 1981 (or as soon as possible thereafter) a SCIENCE TEACHER, Scale 1, with a bias towards physical sciences if possible, to join a strong faculty which offers a wide range of courses.

The school is due to lose its sixth form in July 1981 in line with the Authority's policy of developing tertiary education.

Application forms available (on receipt of a S.A.E.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield to be returned within 14 days of the date of this advertisement.

Scale 1 Posts

AVON COUNTY

Required for January, 1981, a TEACHER to take CHARGE of the teaching of CHEMISTRY to C.S.E., "O" and "A" level standards, and to teach SCIENCE throughout the school. A Scale 2 post could be offered to a suitable candidate. This is a well established Comprehensive School of 600 girls situated in the north of Bristol convenient to M4 and M5 motorways.

Apply in writing to the Headmistress, Pen Park Girls' School, Pen Park Road, Southmead, Bristol, BS10 6BP, giving curriculum vitae and the names and addresses of two referees.

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION

BURNHAM GRAMMAR SCHOOL
Hogfair Lane, Burnham
Head: F. Saunders, M.A.

Required for January 1981, a temporary, permanent full-time qualified ASSISTANT TEACHER, Scale 1, to teach CHEMISTRY throughout the school. Nuffield courses are taught at all levels.

Please apply to the Head Teacher giving full details of experience and the names of two referees as soon as possible.

CROYDON
(London Borough of)
SHIRLEY HIGH
Shirley Church Road, Shirley
CR0 5EF
Telephone: 01-656 9755/6
Tenable January 1, 1981

Full-time SCIENCE TEACHER required. There are four full-time and one part-time members of the department. The school is a mixed comprehensive with 720 pupils on roll aged 11 to 16. Combined Science is taught in the first year and separate sciences thereafter. The building is modern, well equipped and situated in very pleasant open surroundings.

Salary—Burnham Scale 1 with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE
EDUCATION COMMITTEE
NOEL-BAKER SCHOOL
Bracknell Drive, Alvaston
Derby DE2 0BR
(1,800 boys and girls on roll)

Required for January, 1981, a TEACHER of CHEMISTRY (Scale 1), throughout the school to C.S.E., G.C.E. "O" and "A" level and some Integrated and General Science.

Good facilities are available, courses are well established and the department has a good record of success.

Applications by letter (naming two referees) to the Headmaster immediately.

EALING
(London Borough of)
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
(10-form entry co-educational)

Required for January 1981, a full term, on a Supply basis: CHEMISTRY GRADUATE to teach "O" and "A" level Chemistry [illegible]

Applications to Head of School (S.A.E.).

ESSEX
BROMFORDS SCHOOL
(Roll 978)
Grange Avenue, Wickford
Telephone: Wickford 63131
SCIENCE TEACHER Scale 1 (with £315 fringe allowance)
Required January 1, 1981. TEACHER for SCIENCE Scale 1.

CECIL JONES HIGH SCHOOL
(Roll 1300)
Eastern Avenue, Southend-on-Sea
Telephone: Southend 48000
BIOLOGY Scale 1
ASSISTANT for BIOLOGY at least up to "O" level with some Junior General Science required as soon as possible. *Excellent facilities.*

ST. JOHN'S COMPREHENSIVE SCHOOL
(Roll 1490)
Tower Road, Epping
Telephone: Epping 73035
PHYSICS Scale 1/2
Required January 1981. To teach throughout the school to "A" level.

For the above posts—Curriculum vitae and names of referees to the Headteacher concerned (by S.A.E. please).

HAMPSHIRE
THE CITY OF PORTSMOUTH GIRLS' SCHOOL
St Mary's Road,
Portsmouth PO1 5PF
Comprehensive 12-18, 910 on roll.
Required from January, 1981, Scale 1—TEACHER OF SCIENCE

To join an enthusiastic team to teach Integrated Science throughout the School with own special [illegible] to C.S.E., "O" and "A" level for suitable candidate.

Apply by letter to Headmistress (curriculum vitae/two referees) enclosing S.A.E. for acknowledgement and further details.

HAMPSHIRE
SOUTH EAST HANTS AREA
COWPLAIN SCHOOL
Hart Plain Avenue, Cowplain
Portsmouth PO8 8RY
(13-16 Mixed Comprehensive, 1,193 on Roll)

Required January, TEACHER of BIOLOGY to "O" level and ability to teach Lower School Science. Rural Studies [illegible]. Scale 1.

Letter of application to Headmaster, enclosing curriculum vitae and S.A.E. for further details.

HAVERING
(London Borough of)
HALL MEAD SCHOOL
(Roll 1,050 co-educational Sixth Form 122)
Marlborough Gardens, Upminster, Essex RM14 1SF
Telephone: Upminster 25684
Head Teacher: B. E. Saunders, B.A.
BIOLOGY, Scale 1/2

For further details please see our display advertisement under Secondary Vacancies.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ROUNDWOOD PARK SCHOOL
Group 10
Roundwood Park, Harpenden AL5 3AE

Required for January, TEACHER for two terms, temporary, of SCIENCE for work [illegible] level in the Group 10 [illegible] comprehensive. Large [illegible] lished and flourishing [illegible] partment. Excellent laboratories and [illegible] assistance. Outer London fringe Allowance payable.

Apply by letter with curriculum vitae and names and addresses of two referees [illegible]

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
HIGHFIELD SCHOOL, Hemel Hempstead
Fletcher Way, Hemel Hempstead
([illegible] pupils on roll, co-educational [illegible])

Wanted for January, a TEACHER of SCIENCE [illegible] preferably Physics, [illegible] to join [illegible] "O" and C.S.E. [illegible] "A" level [illegible] Science) at [illegible].

Apply to the Headmaster [illegible] school.

SECONDARY
Science
continued

HERTFORDSHIRE
STANBOROUGH SCHOOL
Lemsford Lane,
Welwyn Garden City, AL8 6YR
Headmaster: D. J. Hitchin, M.A.
840 boys and girls, 155 in Sixth Form

Required for January, owing to promotion, a TEACHER of PHYSICS with some junior PHYSICAL SCIENCE in this five-form entry all ability school. Physics taught as separate subject from third year: some 45 pupils currently taking "A" level. Opportunities in strong Science Department of nine staff for substantial "A" level and Scholarship work: commitment to teaching full ability range essential. Further inquiries welcome (WG: 21756). Temporary and/or part-time appointment considered.

Please apply in full to the Headmaster (no forms) quoting two referees. Outer London fringe allowance payable.

HERTFORDSHIRE
QUEENS SCHOOL
Aldenham Road, Bushey
Roll: 1300 mixed all ability with large Sixth form.

Required September TEACHER for CHEMISTRY up to "O" level although "A" level work could be made available to suitable candidate. Nuffield Chemistry is taught as a separate subject throughout the school. Scale 1 plus London fringe allowance £315.

Apply by letter to the Headmaster with curriculum vitae and names and addresses of two referees.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
[illegible] COMPREHENSIVE SCHOOL
[illegible] Road, Scunthorpe
Head Teacher: N. A. Sears
No. on Roll: 1,070

Required for January, 1981, TEACHER of PHYSICS (Scale 1) in this mixed 11-16 Comprehensive School. Application forms and further details obtainable from the Head Teacher at the School to whom completed forms should be returned not later than November 14, 1980 (S.A.E. please).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION

THE KING ETHELBERT SCHOOL
Birchington-on-Sea
Group 10
Roll 900 mixed (11 to 18)

Required as soon as possible, TEACHER of one or more of SCIENCE subjects. Scale 1. (Scale 2 post available to suitably qualified applicant.)

Applications, with names and addresses of two referees, to the Headmaster (S.A.E., please).

LONDON
ST. MARTIN-IN-THE-FIELDS HIGH SCHOOL
155 Tulse Hill, S.W.2

Church of England School for 870 girls. Comprehensive in the first four years, 104 in Sixth Form.

Required for January, 1981, temporary part-time (0.7) TEACHER of BIOLOGY to "A" and "O" level. This is to cover confinement leave.

Apply direct to the Headmistress, enclosing copies of testimonials and names of two referees.

LONDON
ST. ANGELA'S URSULINE CONVENT
Forest Gate, London E7 8HX
Girls' comprehensive school
[illegible] on roll

Required January, 1981, TEACHER of CHEMISTRY/GENERAL SCIENCE to "A", "O" and C.S.E. level.

Please apply in writing to the Headmistress giving names and addresses of two referees.

NEWHAM
(London Borough of)
BRAMPTON MANOR SCHOOL
Roman Road, London E6 3SQ
Head Teacher: Mr. D. Williams, M.A.
Number on roll 1,600
TEACHER of CHEMISTRY and GENERAL SCIENCE, Scale 1.
Required January, 1981.

Teacher required to join the Science Department team of eight to teach Chemistry and General Science to lower years.

London Allowance: £759.

Application forms, further particulars available from the Head Teacher, to whom completed forms should be returned by 21st November, 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

NORTH YORKSHIRE
COUNTY COUNCIL
MILL MOUNT GRAMMAR SCHOOL
Mill Mount Lane, York YO2 2BJ

Required for January 1981, a TEACHER for CHEMISTRY and BIOLOGY to Ordinary level and for SCIENCE with the Junior Forms. Advanced level work in either subjects may be available for a suitable candidate (Scale 1).

A letter of application, together with a curriculum vitae, should be sent to the Headmistress at the school as soon as possible.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE

SECONDARY
DEYES HIGH SCHOOL
Deyes Lane, Maghull
Liverpool
(11 to 18 years, comprehensive, 1,350 on roll, 230 in Sixth Form)

Temporary PHYSICS TEACHER (Scale 1). Required for January, 1981, for at least two terms to teach mainly to C.S.E. and "O" level. "A" level work is available for a suitably qualified candidate.

Application forms and further details are available on receipt of a S.A.E. from the Head Teacher of the School.

Closing date for the receipt of application forms is November 17, 1980.

ST. HELENS
EDUCATION COMMITTEE
COWLEY HIGH SCHOOL
Hard Lane
St Helens WA10 6LB

(11 to 18 years; mixed Comprehensive; 1,500 on roll, 280 in Sixth Form)

(Re-advertisement)

PHYSICS (Scale 1)
Required for January 1981. Work at all levels available. Temporary appointment considered.

Application forms are available from the Head Teacher to whom they should be returned immediately.

SURREY
EDUCATION COMMITTEE

FULLBROOK SCHOOL
New Haw, Weybridge (12-18)
Scale 1 (possibly Scale 2) BIOLOGIST for January 1981. "A" level work could be offered to a suitably qualified applicant. Some assistance with Physics and/or Chemistry in the Lower School would be welcome. Initially a temporary appointment.

Apply to the Head, Tel: Byfleet 40301.

MATTHEW ARNOLD CO. SECONDARY
Staines (12-16)
GRADUATE BIOLOGIST for January 1981 or as soon as possible to teach the subject to Public Examination level. Temporary for spring and summer term.

Apply to the Head, Tel: Staines 57275.

NORK PARK CO. SECONDARY
Banstead (12-18)
ASSISTANT TEACHER for PHYSICS (Scale 1).

Apply to Head, Tel: Burgh Heath 50103.

WARWICKSHIRE
MYTON SCHOOL
Myton Road, Warwick CV34 6PJ

(12 to 18 co-educational comprehensive, 1,500 on roll; school on outstanding site near River Avon)

Well-qualified Graduate TEACHER of BIOLOGY required for large and successful department. Courses well established to G.C.E. "O" and "A" levels and C.S.E. Excellent laboratory facilities. Opportunities for Sixth Form work for suitably qualified candidate.

Further details and application form available from Head of the school. Completed forms to be returned as soon as possible (S.A.E. please).

WEST SUSSEX
THE ANGMERING SCHOOL
Station Road, Angmering

Required as soon as possible TEACHER of PHYSICS and COMBINED SCIENCE for mixed 11 to 18 comprehensive school, 1,200 on roll. Possibility of Scale 2.

Details and form from Head master (S.A.E.).

Assistance towards cost of removal and resettlement expenses in approved cases.

Cheshire

Application forms (send S.A.E.) unless otherwise stated, are available from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

Required January 1981 unless otherwise stated:

SCALE 2 POSTS AND ABOVE

HEAD OF PHYSICAL SCIENCE—SCALE 3.
VICTORIA COUNTY COMMUNITY HIGH
Crewe.

Required for 1st January 1981 or as soon as possible thereafter, a PHYSICIST to be Head of Physical Science and Second in the Science Department. Experience in teaching Physics to "O" level essential. An ability to teach to "O" level Chemistry desirable. If a pending decision by the Secretary of State designates the school as 11-18, "A" level Physics teaching will be required.

SCALE 1 POSTS

(1) BIOLOGY (2) FRENCH
THE HEBER COUNTY HIGH
Malpas.

In this rural co-educational Comprehensive of 850 pupils presently with 80 in the 6th form expanding to 120 in September, 1981.

(1) A well qualified and enthusiastic Graduate Specialist to teach C.S.E., G.C.E. 'O' and 'A' level. The School has a [illegible] Science Department.

(2) An enthusiastic specialist to join a well qualified Modern Languages Department to teach C.S.E., G.C.E. 'O' and 'A' [illegible]

Social Studies

Scale 1 Posts

ISLE OF WIGHT
COUNTY COUNCIL
COWES HIGH SCHOOL
Crossfield Avenue,
Cowes, Isle of Wight PO31 8HR
Age range 13-18. Number on roll 1100

Required for Easter (or January if possible) a lively and enthusiastic TEACHER (Scale 1) to join our flourishing SOCIAL and Religious STUDIES department. "O" and "A" level teaching may be available for a suitable candidate although initially most of the work will be at C.S.E. level in a "broadly based" syllabus across the full ability range.

Application forms and further details may be obtained by sending a S.A.E. to the head master — completed forms should be returned by 14th November.

WEST SUSSEX
CHICHESTER HIGH SCHOOL FOR GIRLS
Stockbridge Road, Chichester
PO19 2EB
(Group 12, Comprehensive)

Required January 1981 or as soon as possible, Graduate TEACHER of SOCIOLOGY (Scale 1) to teach A level Sociology and Social Studies in main school.

Apply in writing to Headmistress, giving details of qualifications and experience with names and addresses of two referees.

Speech and Drama

Scale 1 Posts

HARINGEY
(Borough of)
HIGH CROSS SCHOOL
High Road, Tottenham N17 9UP
Girls' Comprehensive School

Required for January: ASSISTANT TEACHER of DRAMA to share the work of the department throughout the school, including examination classes and extra curricular activities.

London Allowance £759 payable. Removal expenses—100 per cent allowed in approved cases.

Letters of application giving curriculum vitae and names of two referees as soon as possible to the Headmistress of the school.

HAVERING
(London Borough of)
MAYLANDS SCHOOL
(Roll 650 Girls)
Broadstone Road, Hornchurch, Essex RM12 4AJ
Telephone: Hornchurch 41537
Headteacher: Mrs M. F. Brewer, B.Ed.
DRAMA, Scale 1 (re-advertisement).

For further details please see our display advertisement under Secondary Vacancies.

Technical Studies

Heads of Department

BRENT
(London Borough of)
SOUTH KILBURN HIGH (MIXED) SCHOOL
Stafford Road, NW6
(Roll: 578, 11-18, Social Priority School)

Required *from Summer Term or earlier if possible:*

Experienced TEACHER to be HEAD of HANDICRAFT (Scale 3) able to take charge of Metalwork and Woodwork rooms and to contribute to the development of courses in Design and Technology and Graphical Communication.

London Allowance of £759 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.

Candidates should apply by letter to the Head of the School within 7 days giving age, present post, qualifications, experience and references, enclosing S.A.E. for reply.

Other Posts on Scale 2 and above

BERKSHIRE
STONEHAM SCHOOL
Cockney Hill, Tilehurst,
Reading RG3 4EX
Number on Roll: 761 Boys
(11-18 Comprehensive: approximately 110 Sixth Form)

Required January 1981: TEACHER of WOODWORK and TECHNICAL DRAWING (Scale 2). Well-equipped workshops in good Technical Department. If available January, 1981, preliminary inquiries may be made to Headmaster by telephone (0734) 582056 otherwise by letter giving details of qualifications and experience together with names of two referees. Would consider temporary appointment until July, 1981. Closing date: November 17, 1980.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
BARTHOLOMEW TIPPING COUNTY SECONDARY SCHOOL
Stokenchurch, High Wycombe
(Number on roll 460, boys and girls)
Head: R. A. J. Dilling, B.A., Dip Ed

A man or woman required for Easter, 1981, HEAD OF HANDICRAFTS and DESIGN DEPARTMENT. Woodwork, Metalwork and Design is taught to C.S.E. and "O" level in newly-equipped *Woodwork,* General Craft and Technical Drawing Rooms and Metalwork Shop. Scale 2 or 3 post according to qualifications and experience. Ability to teach Technical Drawing and Mathematics an advantage.

Reimbursement of removal expenses, 75 per cent allowance on legal and estate agents' fees (maximum amount £750) and incidental expenses of [illegible] payable in approved cases. [illegible] in approved cases.

Apply by letter to Headmaster enclosing stamped addressed envelope.

CAMBRIDGESHIRE
PETERBOROUGH AREA
SIR HARRY SMITH COMMUNITY COLLEGE
Eastrea Road, Whittlesey,
Peterborough PE7 1XB
Telephone: [illegible]
Group 10 (Roll [illegible])

Required for January [illegible] or as soon as possible thereafter [illegible] a TEACHER [illegible] of TECHNICAL [illegible] in the [illegible]

[illegible] the above address [illegible]

RICHMOND UPON THAMES
(London Borough of)

WHITTON SCHOOL
(11-16 comprehensive 900 mixed)
Percy Road,
Twickenham,
Middlesex TW2 6JW

ASSISTANT TEACHER FOR TECHNICAL STUDIES
(Scale 2)

Required for January 1981 teacher with special responsibility for Woodwork with some Metalwork and Technical Drawing. Established courses leading to G.C.E. O-level and C.S.E. in extremely well equipped workshops and drawing offices.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 18th November, 1980.

Scale 1 Posts

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
RAANS COUNTY SECONDARY SCHOOL
Quill Hall Lane, Amersham
Head, Mr. J. M. Carey, B.A.

Required for January, 1981, a full-time ASSISTANT TEACHER (male/female), Scale 1, to teach WOODWORK.

Please apply to the Head Teacher giving full details of experience and the names of two referees.

DERBYSHIRE
EDUCATION COMMITTEE

NOEL-BAKER SCHOOL
Bracknell Drive, Alvaston,
Derby DE2 0BR
(1,860 Boys and Girls)

Required for January, 1981, a TEACHER (Scale 1) of WOODWORK or METALWORK and for TECHNICAL DRAWING to teach to Fifth Year level.

Good facilities are available and all courses are well established.

Applications by letter (naming two referees) to the Headmaster immediately.

HAVERING
(London Borough of)
ST. EDWARDS SCHOOL
(Roll: 1,060 Co-educational: Sixth Form 160)
Aided C. of E. Comprehensive
London Road, Romford, Essex
Telephone: Romford 42809
Head Teacher: J. E. Gwinnell, M.A.
METALWORK / WOODWORK / ENGINEERING DRAWING, Scale 1, full or part-time.

For further details please see our display advertisement under Secondary Vacancies.

NEWHAM
(London Borough of)
CUMBERLAND SCHOOL
Prince Regent Lane, Plaistow
E13 8RU
Head Teacher: J. A. McDonald, M.A.
Number on Roll: 1,300
ASSISTANT TEACHER of METALWORK
Scale 1
Required as soon as possible.

The person appointed will be required to teach pupils in the Third, Fourth and Fifth Years to C.S.E. and "O" G.C.E. level.

London Allowance: £759 plus Social Priority Allowance.

Application forms available from the Head Teacher to whom completed forms should be returned by November 14 1980.

Director of Education, Education *Offices, Broadway, Stratford,* London E15 4BH.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE

Application forms for the following High school appointments are available, on receipt of a s.a.e. from the Head Teacher to whom they should be returned as soon as possible.

GEORGE STEPHENSON HIGH SCHOOL
Southgate, Killingworth
Newcastle upon Tyne, NE12 0SA
Head Teacher: Mr. T. W. King, B.A.

Required for January 1, 1981 Scale 1 TEACHER of TECHNICAL STUDIES for this generously equipped department employing five teachers, housed in new buildings.

SANDWELL
(Metropolitan Borough of)
WARLEY HIGH SCHOOL
(11 to 16 Comprehensive)
Required for January, 1981:
CRAFT SUBJECT Scale 1

To teach Metalwork and Technical Drawing. Design based approach in the Creative area. Letters of application, stating full curriculum vitae and names and addresses of two referees, should be forwarded immediately to Head Teacher, Pound Road, Oldbury, Warley, West Midlands.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races and to registered disabled people.

SURREY
EDUCATION COMMITTEE
THE BISHOP WAND C. OF E. (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury-on-Thames,
Middlesex

Required for January ASSISTANT for DESIGN and TECHNOLOGY in this 11-18 mixed comprehensive school, number on roll 880, including 130 in Sixth Form. With other creative studies Design and Technology has significant status in the School, and all pupils pursue one of this group of subjects at least to C.S.E. or "O" level. An "A" level course is also well established. This could be a temporary or permanent *post. Fringe London Allowance.*

Candidates should be happy to work within a caring community broadly based on Christian principles and willing to contribute to the pastoral and extra-mural, as well as the academic, work of the School.

Generous removal and disturbance allowances payable in approved cases.

Further details and an application form available from the Headmaster, R. [illegible] Jones, M.A. (Sunbury 87637).

Other than by Subject Classification

Heads of Department

HAMPSHIRE
ALDERMAN QUILLEY SCHOOL
Cherbourg Road, Eastleigh SO5 5EL
(11 to 16 Comprehensive; [illegible] on roll)

Required Easter or earlier, CURRICULUM CO-ORDINATOR, Scale 4.

Letter of application with full curriculum vitae, names and addresses of two educational referees to Head Teacher, from whom full details are available.

City of Manchester EDUCATION COMMITTEE

SCALE 1

OUR LADY'S R.C. HIGH SCHOOL
Heywood Street, Cheetham Hill, Manchester M8 7UH
Teacher of MATHEMATICS/BOYS' P.E.
Application forms should be returned by 14 November 1980.

ST. THOMAS AQUINAS R.C. HIGH SCHOOL
Nell Lane, Chorlton-cum-Hardy, Manchester M21 2SW.
This is a Group 11 Mixed R.C. Comprehensive High School for pupils aged 11-16, situated on *the south side of Manchester.* Lower and Upper Schools are housed in separate buildings over one mile apart.
Required from 1 January—31 August 1981 -
Temporary teacher of MATHEMATICS.

BROOKWAY HIGH SCHOOL
Moor Road, Wythenshawe, Manchester M23 9EP.
Teacher of MATHEMATICS.
A well qualified teacher of Mathematics required to join a strong department in this six form entry school, with an established 6th form. The successful applicant must be able to teach Modern Maths to all levels of ability. The ability to teach Statistics to "A" level would be an advantage.
Application forms should be returned by 21 November 1980.

CENTRAL HIGH SCHOOL FOR GIRLS
Whitworth Street, Manchester M1 3HB.
Teacher of MATHEMATICS to teach mainly in the junior and middle school. Candidates should be willing and able to teach across the whole comprehensive ability range.
Application forms should be returned immediately.

Unless otherwise stated all posts are available from *January 1981. Application forms are available from* the head of the school to whom they should be returned as soon as possible unless a date is specified. Assistance with removal expenses given in approved cases for permanent full-time appointment.

Gwent County Council

REQUIRED FOR 1st JANUARY, 1981.

Applications are invited from qualified teachers for the following vacancies:

EBBW VALE COMPREHENSIVE SCHOOL (14-18)
MATHEMATICS to share the teaching to 'A' level.

PONTYPOOL GIRLS GRAMMAR SCHOOL
RELIGIOUS EDUCATION. Graduate to be responsible for the subject throughout the school including 'A' level.
This school is to be re-organised as an 11 to 16 Comprehensive School in September 1982.

ST. JOSEPH'S R.C. COMPREHENSIVE SCHOOL, NEWPORT (11-18)
HOME ECONOMICS.
Further details and application forms available from and to be returned to the Clerk to the Governors, St. Joseph's R.C. Comprehensive School, Tredegar Park, Newport, Gwent NP1 9YS.

TREDEGAR COMPREHENSIVE SCHOOL (11-18)
Required for Summer Term 1981.
HEAD OF MODERN LANGUAGES DEPARTMENT. Honours Graduate to take charge of the teaching of French at 'O' level up to 'A' level. Scale 4 for suitable candidate.

Application forms and further information available from the Director of Education, County Hall, Cwmbran, Gwent NP44 2XG, on receipt of stamped addressed envelope and should be returned to the Headteacher of the School by the 14th November, 1980. [illegible]
Successful applicants will [illegible] medical report on appointment.

COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with s.a.e. to Head of School.

Arden School, Bordesley Green Road B9 4TR (021-772 1881)
Group 0. Comprehensive, Mixed.
Required January: HEAD OF MATHEMATICS, Scale 3/4 to take charge of this developing department and to teach up to 'O' and 'A' levels. Knowledge of Computer Studies desirable.

Bierton School, Bierton Road B25 8PY
Scale 2 plus SPS. Teacher to join P.E. Department and be responsible for GIRLS' P.E. CSE examinations part of curriculum.

Handsworth Wood Boys' School, Church Lane B20 2HH
Scale 4 (plus S.P.S.) HEAD OF ENGLISH DEPARTMENT. Successful established courses to 'A' level.

Lordswood Boys' School, Hagley Road B17 8BJ
670 boys, aged 11-16
Required January: Teacher of COMMERCE AND ACCOUNTS (Scale 1 or 2, depending on experience) to teach to C.S.E., 'O' and 'A' levels. Full-time temporary appointment of 1 or 2 terms would be considered.

Yardley Wood School, School Road B14 4ER
Scale 1 (2 for suitable applicant) to be responsible for TECHNICAL DRAWING and assist in Wood/Metalwork.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible, together with the names of 2 referees and s.a.e.

Arden School, Bordesley Green Road B9 4TR
Required as soon as possible: Teacher for REMEDIAL EDUCATION. To include general remedial work plus individual/small group withdrawals.

Duddeston Manor School, Great Francis Street, B7 4QR
Teacher of GERMAN/FRENCH.

George Dixon School, City Road B17 8LF
Required January: Teacher of MATHS.

Queensbridge School, Queensbridge Road B13 8QB
Required from 1.1.81 to 31.8.81: Teacher for ART & CRAFT. Vacancy due to maternity leave.

Yardley Wood School, School Road B14 4ER
3JG
Required January: Teacher for SCIENCE.

VOLUNTARY SECONDARY SCHOOLS
SCALE 1 POSTS

St. George's C.E. School, Great Hampton Row, B19 3JG
Required January: Boys' Craft Design and Technology: Teacher for WOODWORK/METALWORK/TD

There is a scheme for assistance with removal expenses. Creche/nursery facilities may be available in certain cases.

BIRMINGHAM
CITY COUNCIL

QUALIFIED AND EXPERIENCED SECONDARY TEACHERS

Required as soon as possible.

Applications are invited from qualified and experienced secondary teachers in the following subjects to join a pool of unattached teachers:

PHYSICS
CHEMISTRY
MATHEMATICS
MODERN LANGUAGES

Scale 2 appointments are available for suitable candidates.

London Allowance: £759.

Application forms and further particulars available from the undersigned to whom completed forms should be returned by 7th November 1980.

Director of Education, Education Offices, Broadway, Stratford, London E15 4BH.

LONDON BOROUGH OF NEWHAM

SECONDARY
Other Appointments continued

Other Posts on Scale 2 and above

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HOLDSWORTH HALL SOCIAL ADJUSTMENT UNIT
Holdsworth Road, Holmfield, Halifax

Required, as soon as possible, a TEACHER Scale 2 for this mixed Unit for Disruptive Pupils from Calderdale Secondary Schools. Ideally the person appointed will be a Drama Specialist but will be expected to teach all subjects across the normal curriculum. However a sympathetic interest in children with problems is more important than subject specialization.

Application forms and further details obtainable (on receipt of foolscap S.A.E.) from the Head of Unit to whom completed forms should be returned as soon as possible.

SURREY
EDUCATION COMMITTEE
SHEERWATER COUNTY SECONDARY
(Partially Hearing Unit)
(12-16)

Scale 2 plus SSA in Unit for suitably qualified and experienced TEACHER to take charge of a new, attractive, well equipped Partially Hearing Unit which has recently been completed. Few children at present but it is expected that numbers will rise to about 10. Previously wrongly advertised as Scale 3.

Apply to the Head. Telephone: Byfleet 40606.

Scale 1 Posts

CROYDON
(London Borough of)

SELHURST GIRLS' HIGH
The Crescent,
Croydon CR0 2LY
Telephone: 01-684 0366/8
Tenable: 1st January 1981

Required for this comprehensive school for girls of 11-18, a TEACHER of HISTORY and SOCIAL STUDIES. The girls are studying for C.S.E., "O" and "A" level.

SALARY —Burnham Scale 1 with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible.

LONDON
SACRED HEART HIGH SCHOOL
212 Hammersmith Road, London W6
(Roman Catholic Girls Secondary School, roll 580)

Required for January, 1981, a GRADUATE to share the teaching of ENGLISH throughout the school and with special responsibility for DRAMA. Scale 1 or Scale 2 according to experience. The school is now mainly comprehensive with an academic fifth and sixth form.

Apply in the first instance with curriculum vitae and the names and addresses of two referees to the Acting Headmistress at the above address.

RICHMOND UPON THAMES
(London Borough of)

GREY COURT SCHOOL
(11 to 16 Comprehensive Mixed)
Ham Street, Ham, Richmond, Surrey TW10 7HN

GENERAL SUBJECT TEACHER required for January 1981 for two forms to teach in the lower part of the school. Ability to offer a combination of Physical Education, Science, Careers or Geography would be an advantage.

Forms and further details from the Headmaster of the school, to whom completed forms should be returned as soon as possible.

ROCHDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT

Required for January, 1981 (if possible): —

BROADFIELD UPPER
(13 to 16)
Nelson Street, Rochdale
Telephone: Rochdale 47184

Re-advertisement

MUSIC:
Scale 1 (Scale 2 for suitable applicants)

GRADUATE MUSIC TEACHER to take charge of Department within an expressive Arts Faculty to be responsible for Music throughout the School, taking Groups to "O" and C.S.E. level. Experience with brass an advantage.

GREENHILL
(13 to 18)
Falinge Road, Rochdale
Telephone: Rochdale 31246

SCALE 1 MATHEMATICS
(Graduate preferred)

The Mathematics Department is one of the strongest in the School, teaching the subject to Open Scholarship level. The post will involve the teaching of Mathematics to C.S.E. and G.C.E. "O" level with a possibility of some Sixth-Form teaching to G.C.E. "A" level.

LITTLEBOROUGH
(11 to 16)
Calderbrook Road
Littleborough
Telephone: Littleborough 78086

TEACHER-IN-CHARGE of MUSIC, Scale 1 or 2 (depending on experience).

The subject is taken to "O" level and there is a wide range of Musical Groups and Choirs. Commitment to light operatic productions an advantage.

Letters of application to be sent to the Head Teacher at the School as soon as possible stating details of age, training and experience and the names and addresses of two referees.

MOORCLOSE
(14 to 18 mixed)
Kenyon Lane, Middleton
Manchester
Telephone: 061-643 5114

ENGLISH, to act as Second in Department.

This is a temporary, one-term appointment caused by the promotion of the present Second in Department to a Head of Department Post in another school. The post involves some "A" level work. Fourth and Fifth-Year classes following the 16-plus Syllabus in Language, C.S.E. Literature and the teaching and administration of a newly introduced Mode III Course in English.

A Scale 3 appointment would be available for a suitable candidate.

Further information and application forms from the Head Teacher at the School on receipt of a foolscap stamped addressed envelope, to whom they should be returned as soon as possible.

Application forms for the above posts available on receipt of a foolscap stamped addressed envelope to the Head Teacher of the School, to whom they should be returned as soon as possible unless otherwise stated.

SOUTH TYNESIDE
BOROUGH COUNCIL OF
EDUCATION DEPARTMENT
1. COMPREHENSIVE SCHOOL
ASSISTANT TEACHERS of TECHNICAL STUDIES

Required for January 1981, or as soon as possible thereafter, the following TEACHERS of TECHNICAL STUDIES:

ASSISTANT TEACHER of METALWORK (Scale 1)
ASSISTANT TEACHER of WOODWORK (Scale 1)

The Authority's schools have good facilities for the development of Technical Studies.

Application forms may be obtained by sending a stamped addressed envelope to The Director of Education, Town Hall, Jarrow, Tyne and Wear NE32 3LE. Completed forms to be returned within 14 days of the appearance of this advertisement.

2. BRINKBURN COMPREHENSIVE SCHOOL
(Group 10) 11 to 16 years
ASSISTANT TEACHER of MATHEMATICS (Scale 1)

Required for January 1981 or as soon as possible thereafter ASSISTANT TEACHER of MATHEMATICS, to teach the subject to C.S.E. and "O" level standard.

Application forms may be obtained by sending a stamped addressed envelope to the Head Teacher, Brinkburn Comprehensive School, McAnany Avenue, South Shields NE34 0PJ.

Completed forms to be returned within 14 days of the appearance of this advertisement.

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ilea INNER LONDON EDUCATION AUTHORITY

Qualified teachers are invited to apply for the following posts.
Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£759 p.a.) is made in addition to the appropriate Burnham salary scale.
Unless shown differently, the closing date for applications is 14 days from publication.

SECONDARY SCHOOLS

All Secondary schools in the Inner London area have been re-organised along comprehensive lines.

COMMERCE

Head of Department

ERNEST BEVIN (SB)
Beechcroft Road, Tooting SW17 7DF
Tel: 01-672 8582
Roll: 1,500
Headmaster: David Potter
Required as soon as possible: Head of Business Studies (Scale 5). Department teaches Economics to 'O' and 'A' level, Accounts to CSE and 'O' level and Commerce to CSE.

ENGLISH

Scale 1 Posts

BARNSBURY SCHOOL (SG)
Barnsbury Park, Liverpool Road
London N1 1HJ
Tel: 01-609 3016
Roll: 800: 11-18
Headmistress: Mrs N. Asvat
Required for the Spring term, 1981. A temporary teacher of English, there is the possibility of a Scale post for a suitable candidate. SPA payable.

KIDBROOKE SCHOOL (SG)
Corelli Road, SE3 8EP
Tel: 01-856 2211
Headmistress
The school accepted its first mixed entry in September, 1980, and will become fully co-educational in 1985.
Required as soon as possible: Teacher of English to teach all ages and academic levels. Courses include Mode 3 CSE, or Mode 3 'O' level, 'A' level, A-O level and LRE. TV studio available.

GEOGRAPHY

Scale 1 Post

ST PAUL'S WAY (SM)
Shelmerdine Close, Bow, E3 4AN
Tel: 01-987 1801
Roll: 1,030: 11-18
Headmaster
Required for January:
Full time teacher of Geography to share the work throughout the school. The first year [illegible] experience in [illegible] and all [illegible] school [illegible] part in [illegible] in [illegible] investigations [illegible] level [illegible].

HOME ECONOMICS

Post of Responsibility

PRIORY PARK (SG)
Priory Grove, Landsdowne Way
SW8 2PH
Tel: 01-622 3811
Roll: 620. 11-18
Headmistress
On two sites
Required for January, 1981:
Experienced teacher (Scale 2), to be responsible for Needlework within Home Economics Department. Courses to CSE.

Scale 1 Post

ST THOMAS MORE RC (SM)
45 Cadogan Street, Chelsea
SW3 2QS
Tel: 01-589 9734
Roll: 700: Group 10
Headmaster
Required for January 1, 1981.
Teacher of Home Economics to work in a young, progressive Department. SPA and removal expenses payable.

Part-time Post

GREENWICH PARK (SG)
King George Street
London SE10 8PY
Tel: 01-858 2211
Roll: 678: 11-19
Headmistress
Required as soon as possible:
Part-time teacher (0.4) of Home Economics. Candidate with a particular interest in Child Development would be welcome.

MATHEMATICS

Posts of Responsibility

EDITH CAVELL (SM)
Enfield Road, N1 5BA
Tel: 01-254 9802
11-18
Headmaster
Required for January 1, 1981:
Temporary teacher of Mathematics (Scale 2) for Spring and Summer terms 1981. AT [illegible] SPA payable.

ST MARK'S CE (SM)
Bishops Avenue, London SW6 6ED
Roll: 850
Headmaster
Required for January, 1981, or as soon as possible:
A teacher of Mathematics (Scale 2), to teach in the Upper School. Maths is taught to CSE, 'O' and 'A' level, and successful applicant will be expected to help with the continuing development of the Everyday Maths Course.

ST MARYLEBONE CE (SG)
64 Marylebone High Street
London W1
Tel: 01-935 4704/01-487 5706
Roll: 653
Headmistress: Mrs D. Smith
Required as soon as possible:
Teacher of Mathematics with Computer Studies (Scale 2).

Scale 1 Posts

CHARLES EDWARD BROOKE VA CE (SG)
Langton Road SW9
Tel: 01-735 [illegible]
Roll: 540
Headmistress
Required for January 1981.
A teacher of Mathematics. Classes are small and set from the first year. 'A', 'O' and CSE examinations [illegible]. Committed Christian preferred.

ST EDMUND'S RC SM
St Dunstan's Road, W6 8RD
Tel: 01-748 1060
Roll: 700: 11-19
Acting Headmaster:
J. J. O'Donoghue
Required for January, 1981:
Maths teacher. SMP or everyday Maths experience helpful, but not essential. Full age and ability range teaching offered.
Apply by letter with curriculum vitae and names, addresses and telephone numbers of referees.

Part-time Post

MAYFIELD (SG)
92 West Hill, London, SW15
Tel: 01-870 7351
Roll: 1,670
Headmistress
Required for January, 1981:
Part-time teacher of Mathematics (0.5). The work at present timetabled is only up to CSE but there will be opportunities to teach to 'O' and 'A' level.

MUSIC

Post of Responsibility

DICK SHEPPARD (SM)
Tulse Hill, London SW2 2QA
Tel: 01-674 9421
Roll: 1,300
Headmistress: Mrs M. B. Broadley
Re-advertisement
Required as soon as possible:
Second in the Music Department (Scale 2). The school has an excellent music tradition, has yearly 'A' level music pupils entering college, yearly music concerts, plays and performances.

Scale 1 Posts

CENTRAL FOUNDATION (SG)
31-33 Bow Road, London, E3
Roll: 960: 11-18
Headmistress: Mrs E. Smith
Required as soon as possible:
Teacher of Music. Opportunity to teach throughout the school and assist with instrumental and choir groups. Please state second subject.

PECKHAM MANOR (SB)
Peckham Road, Peckham, SE15 5LP
Tel: 01-703 0001
Roll: 1,000: 11-18
Acting Headmaster: Alan Sparks
Required for January, 1981.
Capable Music specialist to join a most active department, well known for its musical activities, including regular productions and tours featuring the Concert and Steel Bands. The person appointed should have some ability on a keyboard instrument, and should be prepared to assist with the teaching of subsidiary Mathematics.

PHYSICAL EDUCATION

Scale 1 Post

SACRED HEART (SM)
Camberwell New Road, SE5
Tel: 01-274 6844
Roll 576
Headmaster
Required for January, 1981, or as soon as possible:
Teacher for Boys' Physical Education and Games. Successful applicant will have to teach some English lessons.

Part-time Post

ST SAVIOUR'S & ST OLAVE'S CE (SG)
Voluntary Aided
New Kent Road, London SE1 4AN
Tel: 01-407 1843
Roll: 800
Required as soon as possible:
Physical Education specialist to assist with Games on Monday, Wednesday and Friday afternoons. Further details from Headmistress, to whom letters of application should be sent giving curriculum vitae and names of two referees.

REMEDIAL WORK

Scale 1 Post

CROWN WOODS (SM)
Riefield Road, Eltham, SE9 2QN
Tel: 01-850 7078
Roll: 2,250
Headmaster
Required for January, 1981:
A qualified teacher, full or part-time to join a successful and well equipped department of Reading Coaching. Experience of diagnostic testing, spelling, handwriting skills, and small group teaching for the whole ability range would be welcome.

Part-time Post

SIR WALTER ST JOHN'S (SB)
Battersea High Street, SW11 3JB
Tel: 01-223 9385
Roll: 800: 11-18
Headmaster
Required as soon as possible:
Remedial teacher (0.5) to work in a well-organised and successful Basic Education Department.

SCIENCE

Head of Department

CHARLES EDWARD BROOKE CE (SG)
London Road, London, SW9
Tel: 01-735 [illegible]
Voluntary Aided
Roll: 560
Headmistress
Required in January, 1981:
Head of Biology (Scale 2). Courses to CSE, 'O' and 'A' level. Committed Christian preferred.

Post of Responsibility

BARNSBURY SCHOOL (SG)
Barnsbury Park, Liverpool Road
London N1 1HJ
Tel: 01-609 3016
Roll: 800: 11-18
Headmistress: Mrs N. Asvat
Required as soon as possible:
An experienced teacher to act as Second in the Science Department (Scale 3). Combined Science is taught in the first two years, and the separate sciences are offered from the third year. A graduate physicist or chemist is preferred. SPA payable.

Scale 1 Posts

BARNSBURY SCHOOL (SG)
Barnsbury Park, Liverpool Road
London N1 1HJ
Tel: 01-609 3016
Roll: 800: 11-18
Headmistress: Mrs N. Asvat
Required for the Spring term, 1981.
A temporary teacher of Science. SPA payable.

DALSTON MOUNT (SG)
Shacklewell Lane, E8
Tel: 01-254 8722
Headmistress
Required for January, 1981:
Teacher of Chemistry to CSE and GCE 'O' level, and Combined Science in the Lower School. AT payable.

LEWISHAM (SG)
Manwood Road, Brockley, SE4 1SA
Tel: 01-690 1114
Roll: 1,050: 11-16
Headmistress
Required for January, 1981:
Teacher of General Science with Computer Science.

OTHER POSTS

Post of Responsibility

SOUTH LAMBETH ADULT EDUCATION INSTITUTE
CUMBERLOW LODGE REGIONAL ASSESSMENT CENTRE
The Directorate of Social Services of the London Borough of Lambeth and the Inner London Education Authority together invite applications from suitably qualified and experienced teachers for appointment as a Lecturer 1 in Fashion and Textile Crafts, at Cumberlow Lodge Regional Assessment Centre.
The person appointed will be required to teach Fashion and Textile Crafts to small groups of teenage girls (14-17-year-olds). Experience of dealing with students of a wide ability range presenting emotional and behaviour problems would be an advantage.
The successful candidate will be appointed to the full time staff of the Institute and will be advised in all educational matters by the Principal.
Assistance may be given towards household removal expenses.
Salary Scale: Burnham (FE) £4,683-£8,055 subject to formal approval (plus £759 London Allowance).
Job description and application form from the Senior Administrative Officer, South Lambeth AEI, Dick Sheppard School, Tulse Hill, SW2, returnable by November 14, 1980.

PRIMARY SCHOOLS

Headships

CLERKENWELL PAROCHIAL CE (JM & I) SCHOOL
Amwell Street (Rosebery Avenue)
London EC1R 1UN
Tel: 01-233 1868
Roll: [illegible]
Required for the Summer Term, 1981:
Headteacher (vacancy due to retirement). Burnham Group 3 plus Inner London Allowance. Inner London Church of England Aided primary school linked with three neighbouring parishes. Communicant member of Church of England preferred. Application forms obtainable from and returnable to the Correspondent at the school by November 21.

Deputy Headsh

COOPERS LANE (JM & I) [illegible]
Pragnell Road, Grove Park
SE12 0LF
Tel: 01-857 7680
Headmaster: P. C. Read
Required in January, 1981 or as soon as possible thereafter: Deputy Head (Group 6) [illegible] due to promotion. Enthusiastic [illegible] experienced teacher with [illegible] to contribute to all aspects [illegible] curriculum development. Further information is available. Visits are desirable.
NB: Closing date for applications [illegible] Friday, November 7.

Posts of Responsib

ELLERSLIE (JM & I) (NC)
Ellerslie Road, W12
Tel: 01-743 4045
Headmistress: Diane McKaid
Required:
Experienced infant teacher [illegible] vertically grouped infant [illegible] (Scale 2) post available [illegible] development of [illegible] throughout the school. Visits essential, please telephone for appointment.

HEATHMERE (JM)
Alton Road, SW15
Tel: 01-788 9057
Headmaster: N. D. M. Barr
Required for January, 1981 [illegible]
Experienced teacher [illegible] develop and extend Art and [illegible] Display throughout the [illegible] (Scale 2 post available) [illegible] offer other interests would [illegible] advantage.
Visits essential.

MORNINGSIDE (JM & I)
Chatham Place, Hackney, E9
Tel: 01-985 5382
Headmistress
Required January:
(1) Experienced [illegible] (Scale 3) to be responsible for the Infant [illegible] Headmistress for the [illegible] ment of five classes, and [illegible] Class.
(2) Infant teacher (Scale [illegible]) [illegible] an active interest in the [illegible] ment of Mathematics [illegible] department.

ROTHERFIELD INFANTS [illegible]
Rotherfield Street, Islington [illegible]
Tel: 01-226 6020
Group 4, with Nursery Class
Headmistress
Required as soon as possible [illegible]
Teacher for the [illegible] (Scale 2). The position [illegible] classroom teacher, with [illegible] Creative Arts, and an [illegible] investigatory [illegible] approach [illegible] environment.

ST GEORGE'S (HANOVER SQUARE) (JM & I)
South Street, W1
Tel: 01-629 1108
Required January, 1981:
Enthusiastic, experienced [illegible] (Scale 2) with overall [illegible] for Infants. The ability [illegible] essential. Music an advantage [illegible] Christian preferred.

Part-time Post

BERGER JM SCHOOL, Homerton, E9
Anderson Road
Tel: 01-986 6280
Headteacher: D. Hand
Required for January (0.6) [illegible]
Part-time teaching [illegible] basic subjects to [illegible] children. The appointment [illegible] five mornings a week.

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

NURSERY HEAD TEACHER

		Responsibility Allowance
Reference B	Cameron House Nursery School (Applicants must hold a teaching qualification in Primary Education with a Nursery School endorsement or special qualification as a teacher in a Nursery School.)	£1,077

TEACHER

Reference C	Danderhall Primary School	
Reference C	Strathesk Nursery School, Penicuik	
Reference C	St. Mary's R.C. Primary School Bonnyrigg	

PRIMARY HEAD TEACHER

Reference B	Pentfermill Primary School (Re-advertisement)	£3,051
Reference B	Silverknowes Primary School (Re-advertisement)	£3,578

SECONDARY PRINCIPAL TEACHER

Reference B	Portobello High School, Religious Education	£2,698
Reference C	St. David's R.C. High School, Guidance	£2,088
Reference B	St. Thomas of Aquin's High School, History	£2,088

ASSISTANT PRINCIPAL TEACHER

Reference D	Blackburn Academy, Science (Re-advertisement)	£1,044 (subject to review)
Reference B	Currie High School, Modern Studies	£1,326
Reference B	Gracemount High School, Science	£972
Reference C	*Lasswade High School Centre, History	£1,263 + £128
Reference C	Penicuik High School, Guidance (3 posts)	£1,326

TEACHERS

Reference D	Armadale Academy, Mathematics
Reference D	Blackburn Academy, Mathematics
Reference B	Broughton High School, Music
Reference D	Broxburn Academy, Mathematics
Reference B	Craigmount High School, Mathematics
Reference B	Currie High School, Technical Education
Reference C	Dalkeith High School, French or French and German
Reference B	James Gillespie's High School, Physics
Reference B	Liberton High School, Physics or General Science
Reference C	Newbattle High School, French and German
Reference B	Portobello High School, Chemistry
Reference B	St. Augustine's High School, Biology
Reference B	St. Thomas of Aquin's High School, Technical Education
Reference D	Whitburn Academy, Mathematics

Housing may be available for posts in the West Lothian Division. Further information may be obtained from the Divisional Education Officer.

Salaries will be in accordance with the current Scottish Teachers Salaries Memorandum.

*A special payment of £351 per annum (subject to review) is made in respect of the liability to undertake work on a sessional basis comprising 10 out of a possible 15 sessions per week including a maximum of 2 evening sessions.

Candidates should specify for which posts they wish to apply.

For posts marked Reference B: Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ (quote reference B/ST).
For posts marked Reference C: Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
For posts marked Reference D: Divisional Education Officer, West Lothian Division, 89/91 High Street, Linlithgow EH49 7HB.

Closing date for applications is 14 November 1980.

SPECIAL EDUCATIONAL SERVICES
SCHOOL WITHIN THE EDUCATION CENTRE
CEDAR BANK, LIVINGSTON
TEACHERS

Applications are invited from registered teachers for posts at the school for pupils with special educational needs which is being established at the Education Centre, Cedar Bank, Livingston. The school is expected to be operational in January 1981.

Previous experience of special or remedial education (primary and secondary) desirable but not essential. Applicants should specify for which post/s they wish to apply.

Post A: Teacher for Nursery Class.
Post B: Teachers for classes of primary and secondary age pupils.
Post C: Visiting Teacher for pupils with specific learning difficulties.

Salaries will be in accordance with the current Scottish Teachers Salaries Memorandum. The following allowance is paid if appropriate:

Special qualification for teaching handicapped pupils, £300 per annum.

BOROUGHMUIR HIGH SCHOOL
(Re-advertisement)
TUTORIAL TEACHER

Applications are invited from teachers with good secondary experience for a part-time post (5 afternoons per week) to work with a very small group of pupils with emotional difficulties. The person appointed will work in association with staff of the Young People's Unit of the Royal Edinburgh Hospital.

Salary will be in accordance with the current Scottish Teachers Salaries Memorandum. A remedial teaching allowance of £192 per annum is payable.

PRIMARY REMEDIAL SERVICE
REMEDIAL TEACHER
Our Lady of Lourdes Primary School, Blackburn
5 mornings per week

Applications are invited from registered teachers with good primary experience for the above vacancy. Previous experience of remedial or special education is desirable but not essential. The successful applicant will be eligible for secondment leading to the special qualification for remedial teaching after a period of successful remedial experience.

Salary will be in accordance with the current Scottish Teachers Salaries Memorandum. The following allowances are payable:
Remedial Teaching Allowance, £192 per annum.
Remedial Qualification Allowance £216 per annum.

Application forms for the above posts may be obtained from the Divisional Education Officer, Division 2, Personnel Section, 40 Torphichen Street, Edinburgh EH3 8JJ.

Closing date for applications is 14 November 1980.

Please send me The Times Literary Supplement for one year by ……………………………

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SCOTTISH APPOINTMENTS

TAYSIDE REGIONAL COUNCIL
Education Department
POSTS OF RESPONSIBILITY

(P) CRIEFF HIGH SCHOOL	Principal Teacher of English (R.A. £1,311)

TEACHER POSTS

(A) BRECHIN HIGH SCHOOL	Biology
(A) MONTROSE ACADEMY	French
(A) WEBSTER'S HIGH SCHOOL, KIRRIEMUIR	Religious Education
(P) AUCHTERARDER HIGH SCHOOL	Physics/Chemistry
(P) PERTH ACADEMY	Technical Education
(P) KINROSS HIGH SCHOOL	Classics/Religious Education

Application forms and full details are obtainable, according to post annotations, from:—
(A) Divisional Education Officer, County Buildings, Forfar DD8 3LF
(P) Divisional Education Officer, 8 York Place, Perth PH2 8EW
The closing date for the receipt of applications is Monday 17th November 1980.

STRATHCLYDE REGIONAL COUNCIL:
DEPARTMENT OF EDUCATION
FURTHER EDUCATION
REID KERR COLLEGE, PAISLEY

Applications are invited from suitably qualified and experienced persons for the post of

PRINCIPAL
of Reid Kerr College, Paisley

The college is in group 7 and the present salary is £18,861 per annum.

Candidates must have a degree of a British University or other acceptable equivalent qualification and have held a major promoted post in further education. Experience in industry or commerce is essential. Candidates will be expected to have a wide experience and knowledge of further education, be able to relate to industry and commerce and be conversant with the role of industrial training boards, the manpower services commission and similar bodies with an interest in further education.

Forms of application and particulars of the post may be obtained from the Director of Education, Further Education Department, Strathclyde House, 20 India Street, Glasgow G2 4PF, to whom completed application forms should be returned. Closing date for receipt of applications is Monday 10 November 1980.

Edward Miller,
Director of Education

DUMFRIES AND GALLOWAY
REGIONAL COUNCIL
EDUCATION DEPARTMENT
TEACHERS

Applications are invited from suitably qualified registered teachers for the undernoted posts:

SECONDARY PROMOTED POSTS
ASSISTANT PRINCIPAL TEACHER OF MATHEMATICS**

STRANRAER ACADEMY
Stranraer Academy is a six year school with a roll of 1,600
Responsibility Element of Salary £1,263

OTHER POSTS

TEACHERS OF MUSIC
ANNAN ACADEMY—six year school—roll 1,300
MOFFAT ACADEMY—four year school—roll 220. This post will also involve some teaching in the Primary Department.
ANNAN AREA—Visiting primary music specialist.

TEACHERS OF PHYSICS
LOCKERBIE ACADEMY—six year school—roll 1,040.
**DOUGLAS EWART HIGH SCHOOL, Newton Stewart—six year school—roll 1,000.

TEACHER OF HISTORY
KIRKCUDBRIGHT ACADEMY—six year school—roll 620.

Application forms, together with further information, may be obtained from the Director of Education, 30 Edinburgh Road, Dumfries, or, for the posts marked **, from the Area Education Office, 10 Market Street, Stranraer.
Completed application forms should be returned to the appropriate office by 17 November 1980.

BORDERS REGIONAL COUNCIL

Invite applications for the following:

EDUCATION

SECONDARY SCHOOLS

Promoted Post
ASSISTANT PRINCIPAL TEACHER OF BUSINESS STUDIES
SELKIRK HIGH SCHOOL (Roll 805)
Responsibility payment £657 per annum.

Teaching Posts
FRENCH/GERMAN
BERWICKSHIRE HIGH SCHOOL, Duns (Roll 770)
HOME ECONOMICS
GALASHIELS ACADEMY (Roll 1,220)
MUSIC
EARLSTON HIGH SCHOOL (Roll 455) and NEIGHBOURING PRIMARIES
EYEMOUTH HIGH SCHOOL (Roll 575) and NEIGHBOURING PRIMARIES
PHYSICS or GENERAL SCIENCE
HAWICK HIGH SCHOOL (Roll 1,445)
TECHNICAL EDUCATION
BERWICKSHIRE HIGH SCHOOL, Duns
PEEBLES HIGH SCHOOL (Roll 1,040) (House available)

Application forms and further particulars may be obtained from the Personnel Manager, Regional Headquarters, Newtown St. Boswells. Completed forms should be submitted no later than Monday 10 November, 1980.

Lothian Regional Council
TELFORD COLLEGE OF FURTHER EDUCATION

LECTURER B IN MATHEMATICS (2 posts)
Salary on Scale £5,445-£7,992

required in the Department of Science and Applied Mathematics to teach courses for SCE/GCE examinations, a wide range of full and part-time courses in Science and Technology and a large number of SCOTEC certificate courses in Building and Engineering areas.
Applicants should have a degree or professional qualification in the Mathematics, Engineering or Physics area and preferably appropriate industrial experience.

LECTURER B IN NUMERACY SKILLS
Salary on Scale £5,445-£7,992

required in the Department of Science and Applied Mathematics to teach remedial numeracy skills to students following craft courses and to develop numeracy programmes for students with special educational needs. The successful candidate will also be given the opportunity to teach Mathematics and Arithmetic up to 'O' Grade standard.
Ability to contribute to Basic Science Studies for students following special educational programmes would be an advantage.
Application forms and further particulars from: The Secretary to the College Council, Telford College of Further Education, Crewe Toll, Edinburgh EH4 2NZ.

STRATHCLYDE REGIONAL COUNCIL

GLASGOW Sub-Region
EDUCATION DEPARTMENT
COMMUNITY EDUCATION WORKER

Based at Camlachie C.E.C., Glasgow
Salary Scale—£5,427-£7,077. Plus 7½ per cent Shift allowance and weekend enhancement.
Applicants must have the Diploma/Certificate in Youth and Community Studies. Duties will be to develop in all sections of the community an interest in, an understanding of and a sense of responsibility for the life and problems of the community. He/she will also develop resources within the community, provide facilities, equipment and specialist leaders for a programme of social, recreational, cultural and educational activities as are suitable to the needs of the community.
Application forms may be obtained from The Assistant Director of Manpower Services, Glasgow Sub-Region, Strathclyde House (8), India Street, Glasgow G2 4PF, to whom completed forms, quoting Ref. G3048, should be returned by 14th November, 1980.
R. M. O. McCulloch, Director of Manpower Services.

Central Regional Council

EDUCATION DEPARTMENT
Principal History Teacher

High School of Stirling
(Telephone Stirling 2461)

Salary: Responsibility payment £2,652

Further details are available from the Rector of the School.

Applications are invited from suitably qualified Teachers registered with the General Teaching Council for Scotland.

Application forms are available from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling, to whom they should be returned not later than Monday, 24th November, 1980.

EAST SUSSEX

HILLSIDE ESN(S) SCHOOL, PORTSLADE

Applications are invited for the challenging post as Head of this Group 4(S) school from April, 1981, or earlier, if possible. The school will probably be in Group 5(S) from September, 1981.

This is a re-advertisement. Previous applicants will be reconsidered.

Application forms and further details from the County Education Officer, P.O. Box 4, County Hall, Lewes BN7 1SG, to whom completed forms should be returned as soon as possible. Stamped, self-addressed foolscap envelope, please.

National Centre for Deaf/Blind Children and their Families
Ealing, London

TEACHER

required for deaf/blind teaching unit to be opened shortly at the above-named centre. Scale Burnham 2(S). Experience in signing essential.

Application form and job description can be obtained from the **General Secretary, 164 Cromwell Lane, Coventry CV4 8AP. Tel.: Coventry 23308.**

County of Cleveland

SPECIAL SCHOOLS
SCALE 2(s) POST (Re-advertisement)

MILLHOLME SCHOOL E.S.N.(m)
Marshall Drive, Brotton, Saltburn, Cleveland TS12 2UW

Required for January, 1981, or as soon as possible thereafter, a teacher for basic subjects to senior pupils with responsibility for R.E., Moral and Social Education.

SCALE 2(s) POST

WRENSFIELD SCHOOL E.S.N.(s)
Wrensfield Road, Stockton, Cleveland TS19 0AT

Required for Easter, 1981, or as soon as possible, a teacher able to construct specific, individual learning programmes.

Financial assistance with household removal expenses is available in approved cases. Application forms are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include details of education, training, qualifications and experience, together with the names and addresses of two referees.

Completed application forms and letters of application should be submitted direct to the Head Teachers not later than 14th November, 1980.

SPECIAL SCHOOLS

Home School Liaison Teacher

Asian Pupils

TWO POSTS—Scale 1 or 2(S) according to experience:
(a) Mayfield School, Heathfield Road B19 1HJ (Tel.: 021-554 3354)
(b) Calthorpe School, Darwin Street B12 0TJ (Tel.: 021-773 4637)

Applicants should have a special interest in the cultural background of Asians and an understanding of the special educational needs of the handicapped child in the family. Some knowledge of the Asian languages from the Indian sub-continent is essential.

Application forms (returnable within 2 weeks of the appearance of this advertisement) and further details obtainable from the Headteachers.

BIRMINGHAM
CITY COUNCIL

Appointments in Scotland

Independent Schools

English

EDINBURGH
FETTES COLLEGE
(H.M.C. Independent; Boarding and day; 530 pupils; 250 in Sixth Form)

Required in September, 1981, a GRADUATE to teach HISTORY throughout the school. Oxford and Cambridge Scholarship work available for suitably qualified candidate. An interest in Nineteenth and Twentieth Century History and a willingness to be involved in extra-curricular activities are strong recommen- activities are strong recommendations.

Salary on Fettes Scale according to qualifications and experience. Residential House Tutorship available for unmarried teacher.

Further details and application form from the Headmaster Fettes Colleges, Edinburgh, EH4 1QX.

History

EDINBURGH
FETTES COLLEGE
(H.M.C. Independent; Boarding and day; 530 pupils; 250 in Sixth Form)

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Salary on Fettes Scale according to qualifications and experience. Residential House Tutorship available for unmarried teacher.

Further details and application form from the Headmaster Fettes College, Edinburgh, EH4 1QX.

See also under Independent Schools (History Section) in the English Edition.

Special Education

SAVE THE CHILDREN FUND
HARMENY SCHOOL
BALERNO
FULL-TIME MALE/FEMALE TEMPORARY TEACHER REQUIRED

Good opportunity for young Qualified Teacher to work for one year from January 5, 1981, with small group of emotionally disturbed children with learning difficulties aged 9-11 years.

For further information please contact Headmaster at above address. Telephone No. 031-449 3938 from November 3, 1980.

Sixth Form and Tertiary Colleges

Heads of Department

ESSEX
SOUTH EAST ESSEX SIXTH FORM COLLEGE
(Roll 1050 All-ability students)
Runnymede Chase, Thundersley, Benfleet
Tel: South Benfleet (03745) 56111.

HEAD of GEOGRAPHY Scale IV September 1981. Good Honours GRADUATE to take charge of large department teaching the subject to Open Scholarship standard.

Curriculum vitae and names of referees to the Principal (foolscap s.a.e. please).

Special Education

Headships

AVON COUNTY
HEAD OF SERVICE FOR SPECIAL EDUCATIONAL NEEDS
Salary in accordance with Group 8(S)

Applications invited for this new ADVISORY TEACHER post heading the Service for Children with Special Education Needs which incorporates the Service for the Hearing Impaired and the Remedial Teaching Service.

Applicants should have relevant experience and qualifications in the Education of the Deaf.

Further details and application form, returnable by November 14, from Director of Education, P.O. Box 57 Avon House North, St. James Barton, Bristol, BS99 7EB. S.A.E., please.

Deputy Headships Senior Masters/Mistresses

HAMPSHIRE
CLIFFDALE FIRST AND MIDDLE SCHOOL ESN(M)
Battenburg Avenue, North End, Portsmouth, PO2 0SN
Group 7(S); 166 boys and girls

Required from April 27, 1981 SECOND MASTER/MISTRESS To be responsible for monitoring schemes and supporting staff in lower half of school.

S.A.E. to Head for application form and further details.

STAFFORDSHIRE
EDUCATION COMMITTEE
BEECHCROFT HILL SPECIAL SCHOOL
Brunswick Road, Cannock

Applications are invited for the post of DEPUTY HEAD TEACHER (Group 5S) at this all age E.S.N. (S) School.

Application forms obtainable from and returnable to the Head Teacher (S.A.E.).

Other Posts on Scale 2 and above

CAMBRIDGESHIRE
CAMBRIDGE AREA
AREA SPECIAL TEAM

Applications are invited for a Scale 2 post to commence in January or Easter for an Area Special Class based in the Ely area. A qualification and/or experience in remedial education is desirable.

Application forms and further details from Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP to be returned by 12th November.

EALING
(London Borough of)
EDUCATION SERVICE
LOWER BOSTON ROAD TUTORIAL CENTRE
Lower Boston Road, Hanwell
London, W7

Required for January 1981, TEACHER in CHARGE, Scale 3, for this new Tutorial Centre, due to open in April 1981.

The successful applicant will lead a team providing support for pupils experiencing behavioural and educational problems in ordinary schools. Pupils will attend, normally on a part-time basis, and mostly from High Schools. Links with schools and other agencies will be an important element of the post.

Inner London Weighting £759.

Application forms and further details from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5.

ESSEX
THE ROYAL EASTERN COUNTIES SCHOOLS

TEACHER for GENERAL SUBJECTS with some C.S.E. ENGLISH, required for maladjusted boys at the Oxley Parker School, Colchester.

Appointment to commence on January 1 1981. Possible Scale 2S appointment for suitable candidate. Extraneous duty payment of £1,188 per annum (increase pending) for compulsory 15 hours duty per week.

Applications to: The Secretary, Royal Eastern Counties Schools, 374 Mill Road, Colchester, Essex.

ST HELENS
EDUCATION COMMITTEE
MILL HOUSE SCHOOL
See main advert under SPECIAL EDUCATION Scale 1 posts.

WEST SUSSEX
ST. CUTHMAN'S SPECIAL SCHOOL
Stedham, Midhurst, GU29 0QL
(E.S.N.(M), Residential. Group 6(S))

Required April 1981 or sooner if possible, suitably qualified and experienced Scale 2 RESIDENT TEACHER for general duties. Interest in Drama advantageous. Excellent facilities in modern teaching block. State additional interests and/or qualifications. Candidates must be prepared to undertake full extraneous duties. Special Schools allowance plus additional allowance per annum for not more than 15 hours per week extraneous duty as per rota. Accommodation available: 2 bedroom cottage. Deduction for rent/rates as per National Agreement.

Forms and details from Headmaster on receipt of S.A.E. Visits to view can be arranged. Closing date 2 weeks from appearance of advertisement.

Scale 1 Posts

BEXLEY
(London Borough of)
MARLBOROUGH SCHOOL
Sidcup
Roll: 68

Temporary full-time experienced Special School TEACHER required to teach senior class (14 to 16-year-olds) to cover an absence through pregnancy. Appointment to commence December 1 1980, to end of Spring Term 1981. L.A.A. £468.

Requests for application forms (enclosing foolscap S.A.E.) should be sent to the Chief Education Officer for Schools (T.6), Town Hall, Crayford, Kent DA1 4EN.

ESSEX
GREENWOOD SCHOOL
Halstead

TEACHER required for January, able to offer MUSIC with GENERAL SUBJECTS, at this residential school for maladjusted girls. We are looking for a special person to do a special job which is arduous but rewarding.

Salary Burnham Scale, including Special Schools allowance, plus extra emolument for residential duties. Single accommodation available if required.

Application form and further information available from Headmaster: Mr I. Baker (S.A.E. please). Those who have already applied will be considered.

HAMPSHIRE
ROSEMARY PORTAL SCHOOL
Shepherds Lane, Compton, Winchester SO21 2AJ
Junior Residential (E.S.N.(M)) School

Non-resident qualified TEACHER required at this weekly boarding/day school from January, 1981, or earlier to teach basic subjects. Special School experience not necessary but person appointed must be willing to undertake six hours a week (two evenings) paid extraneous duties.

Salary Scale 1 plus S.S.A. and evening duties.

Further details and application form from the Head Teacher.

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
MARKET WEIGHTON SCHOOL
Spring Road, Market Weighton, York YO4 3JE
(Mixed, Comprehensive 11 to 18 years; Number on roll 840)

TEACHER of ECONOMICS/COMMERCE (Scale 1 or 2)

Required for January or April 1981, a teacher of Economics to G.C.E. "A" level with Accounts and Commerce to G.C.E. and C.S.E. level. A scale 2 post could be available for a suitably qualified candidate.

Temporary appointment for the Spring term only might be considered.

Application forms are available from the Head at the school (S.A.E. please), to whom completed forms should be returned by November 10, 1980.

LONDON
INNER LONDON EDUCATION AUTHORITY

Other ILEA Special Schools are in the ILEA Composite.

GREAT STONY SCHOOL
Ongar, Essex
Telephone: 0277 362027
ESN (M) Mixed all age, residential

TEACHER Scale 1 plus SSA plus £215 fringe area London allowance required for BASIC SUBJECTS and Woodwork, Metalwork and allied crafts. 15 hours additional duties required (max. av. per week in term time) for a payment of £1,188 p.a. Accommodation available at standard charge.

Further information available from the address above.

NEWHAM
(London Borough of)
JOHN F. KENNEDY ESN(S) SCHOOL
Pitchford Street, Stratford, London, E.15
Head Teacher: Miss S. B. Wood
(Number on roll 79)

CLASS TEACHER, Scale 1.

Required January, 1981.

Teacher required for a class of severely retarded children who also have additional handicaps. Some experience of ESN(S) children is essential.

London Allowance £759 plus Special Schools Allowance.

Application forms and further particulars available from the Head Teacher and returned to the Education Offices, Broadway, Stratford, London E15 4BH, by 21st November, 1980.

SANDWELL
(Metropolitan Borough of)
ST. MICHAEL'S C.E. HIGH SCHOOL
(11 to 16 Comprehensive)

Required for January, 1981, or as soon as possible thereafter:—

TEACHER FOR PHYSICALLY HANDICAPPED UNIT
Scale 1 plus S.S.A.

Ability to help with boys' recreational activities an advantage. Some teaching in main school. Letters of application, stating full curriculum vitae and names and addresses of two referees, should be forwarded to Head Teacher, Throne Road, Rowley Regis, Warley, West Midlands. Closing date November 11, 1980.

Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races and to registered disabled people.

ST HELENS
EDUCATION COMMITTEE
MILL HOUSE SCHOOL

TEACHER, Scale 1, plus Special Schools Allowance

Required at this Day Special School for ninety mentally handicapped pupils aged 11 to 18 years, to work with the Leavers' Group.

A Scale II (S) post may be available for a suitably experienced candidate.

Application forms and further details available from Director of Education, Century House, Hardshaw Street, St. Helens. To be returned as soon as possible.

SURREY
TECHNICAL INSTRUCTOR

Required at Banstead Place, Assessment Centre for severely handicapped school leavers, to take charge of assessment workshop creating busy, industrial atmosphere.

Applicants should be enthusiastic and adaptable and have significant practical teaching experience. Salary according to national scales.

Apply Principal, Banstead Place, Park Road, Banstead, Surrey (Burgh Heath 56322).

SURREY
EDUCATION COMMITTEE
ASPEN EDUCATION UNIT
St. Ebba's Hospital, Epsom

Experienced TEACHER from January 1981 at this unit for ESN(M) and ESN(S) students aged 16 years upwards.

The successful candidate will work closely with colleagues as a member of a team of five. Experience in teaching basic HOME ECONOMICS an advantage, but candidates need to be adaptable in order to meet changing needs of students. Salary Scale 1. Application forms (S.A.E. please) from County Education Officer (Ref. HC/[illegible]), County Hall, Kingston-on-Thames.

BAKERS CROFT SCHOOL
Bolters Road, Horley

Experienced TEACHER required for this ESN(M) school for 130 boys and girls aged 5-16 years to teach CRAFT throughout the Senior Department.

Applicants should be able to [illegible] a programme designed to [illegible] the basic practical skills [illegible] by the children to follow [illegible] and to cope with the [illegible] tasks they will meet in later life. It is not considered that this [illegible] would be suitable for a new entrant. Salary Scale . plus Special Schools Allowance.

Further details and application form from the Head, Mr [illegible] Hull, tel. Horley 71990.

PORTLEY HOUSE SCHOOL
Whyteleafe Road, Caterham

Temporary Part-time [illegible] qualified TEACHER of the [illegible] required from January 1981 for small nursery group of children. Salary within Scale 1 plus Special Schools Allowance.

Further details and application form from the Head, Mr [illegible] Melhuish, tel. Caterham [illegible].

Independent Schools

Headships

CROYDON
Appointment of PRINCIPAL [illegible] September, 1981.

CAMBRIDGE TUTORS [illegible] eight independent Colleges of Further Education recognised as efficient by the D.E.S. for [illegible] education and, specialises in [illegible] students for university [illegible]. The founder of the college [illegible] to retire because of ill health. Salary about £15,000.

Further particulars from the Secretary, Cambridge Tutors [illegible] Trust, Water Tower Hill, Croydon CR0 5SX.

Deputy Headships Senior Masters/Mistresses

WARWICKSHIRE
THE KINGSLEY SCHOOL
Leamington Spa, Warwickshire CV32 5RD

Applications are invited for the post of DEPUTY HEAD [illegible] independent school for [illegible] girls and boarders, aged [illegible]. The post will become vacant September 1st, 1981.

Applications, including curriculum vitae and names and addresses of three referees, should be sent to the Headmistress, from whom further particulars may be obtained.

Closing date for the receipt of applications—10th November, [illegible]

VICE-PRINCIPAL

HALLIWICK CENTRE FOR PHYSICALLY HANDICAPPED YOUNG PEOPLE
Winchmore Hill, London, N.21

Applications are invited from suitably qualified and experienced teachers for the above post. Candidates should ideally be qualified and/or experienced in more than one discipline relevant to the Centre, which caters for 50 young physically handicapped people between 16 and 19 years who have moderate learning difficulties.

40 resident and 10 day care students.

Salary; Burnham Scale 4(S).

The Society is a Christian organisation and seeks in staff readiness to grow in Christian faith and life, whether or not applicants have a formal allegiance to a Church.

For application forms and further details please send large S.A.E. to: Mr. K. Milward, Principal, Halliwick Centre for Physically Handicapped Young People, Bush Hill Road, Winchmore Hill, London, N.21. Telephone: 01-360 2442.

Church of England Children's Society

VACANCIES FOR TEACHERS

GABBITAS-THRING specialise in placing both newly qualified and experienced teachers in INDEPENDENT SCHOOLS throughout Britain and abroad.

The basis of our service is a comprehensive register of teachers currently seeking new appointments.

Teachers wishing to join our register are asked to write or telephone for forms of application. Subsequently, teachers are encouraged to make an appointment to see one of our consultants for a personal interview.

Once a candidate has been accepted on to our register, his or her requirements are matched, by our consultants, with those of our clients, the schools who employ us to find staff for them.

Our service is based on more than a century of successful placements. Perhaps we can help you.

To find out more about our free service, telephone 01-734 0161 today, or write to us at the address below.

GABBITAS-THRING
BROUGHTON HOUSE, 6, 7 & 8 SACKVILLE STREET
PICCADILLY, LONDON, W1X 2BR.

INDEPENDENT continued

By Subject Classification

Art and Design

Heads of Department

OXON
BLOXHAM SCHOOL

Required HEAD of ART from September 1981.

A well qualified person is required to take full responsibility for Art to "O" and "A" level. The person appointed will, in addition, be expected to play a prominent role in the Arts and Technical Activities Centre, which has its own Director. Assistance with pottery, sculpture and woodwork projects would be welcome but other areas of specialist interest are encouraged. It is more important that the person appointed has enthusiasm and imagination rather than expertise in any particular field.

Salary above Burnham; accommodation may be available.

Further details from: Director of Studies, Bloxham School, Banbury, Oxon OX15 4PE, to whom applications should be made giving curriculum vitae and names of two referees. Telephone: Banbury (0295) 720206.

Other Assistants

DORSET
ART and CRAFT TEACHER required [illegible] small co-operative boarding school for January 1981. Teaching [illegible] the school is generally informal although an ability to teach art up to "A" level would be an advantage. There is the possibility that the job will also entail extra duties. For further details apply The [illegible], Monkton Wyld School, [illegible]mouth, Dorset. Telephone Charmouth 60543.

LONDON, SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22

Required for January, 1981, part-time TEACHER of ART to teach throughout the Senior School to "O" and "A" level. Knowledge of Art History an advantage. The post could eventually become full time.

Salary: James Allen's Girls' School Scale (i.e. Burnham plus) with Inner London addition.

Apply, with copies of testimonials and the names of two referees, to the Headmistress.

Classics

AVON COUNTY
NORTON HILL SCHOOL
Charlton Road, Midsomer Norton
Bath, Avon BA3 4AD
(Roll 1,116, 11 to 18 years mixed)

Required from January 1, 1981, a TEACHER of LATIN, Scale 1. The subject is taught throughout the school being introduced via Classical Studies in the First Year and then as an option for more able pupils in each successive year.

Details of the post and the school can be obtained from the Headmaster on receipt of a stamped addressed envelope.

Letters of application to the Head (no forms) as soon as possible. Midsomer Norton is located on the edge of the Mendips 10 miles from Bath and eight miles from Wells.

BERKSHIRE
BRADFIELD COLLEGE
Berkshire RG7 6AU

A GRADUATE is required for the Lent Term 1981, only to teach CLASSICS up to "O" level and preferably to "A" level.

Apply with curriculum vitae and names and addresses of two referees to: The Headmaster, Bradfield College, Bradfield, Reading, Berkshire.

LONDON
FRANCIS HOLLAND SCHOOL
Clarence Gate, London NW1

Required in January (preferably native French speaker) TEACHER to take classes throughout the school and to take conversation lessons with senior pupils. Scale 1 post.

Please apply (no forms) to the Headmistress, with curriculum vitae and names, daytime telephone nos. and addresses of two referees.

English

Heads of Department

DUNBARTONSHIRE
LOMOND SCHOOL
Helensburgh
HEAD OF ENGLISH

The above post will become vacant in January, 1981. The department is a strong one, responsible for presentation at G.C.E. "A" and "O" level, and at S.C.E. [illegible] grades.

Candidates for the post must be GRADUATES with a good Honours Degree and good teaching experience.

Applications should be made in writing, giving a curriculum vitae, together with the names and addresses of two recent referees to David S. C. Arthur, Principal, Lomond School, Helensburgh, Dunbartonshire, [illegible]

Other Assistants

EDINBURGH
FETTES COLLEGE
(H.M.C. Independent: Boarding and day, 530 pupils, 250 in Sixth Form)

Required in September, 1981, a GRADUATE to teach HISTORY throughout the school. Oxford and Cambridge Scholarship work available for suitably qualified candidate. An interest in Nineteenth and Twentieth Century History and a willingness to be involved in extra-curricular activities are strong recommendations.

Salary on Fettes Scale according to qualifications and experience. Residential House Tutorship available for unmarried teacher.

Further details and application form from The Headmaster, Fettes College, Edinburgh EH4 1QX.

LANCASHIRE
BOLTON SCHOOL
(Girls' Division)
Chorley New Road, Bolton BL1 4PB
Formerly Direct Grant—
800 Sixth Form

Required for January or September, 1981, ENGLISH ASSISTANT with good qualifications to teach up to "A" level standard. Burnham Scale 2 available to suitable candidate. An opportunity to join a lively and expanding department, with a lot of Sixth-Form work, and with keen interest in drama and creative work. The department is linked with Boys' Division and would welcome someone interested in developing connexions established through societies and drama.

Applications, giving curriculum vitae and two referees, to the Headmistress by Tuesday, November 18. Interviews for selected candidates will be held on Friday, November 28.

LANCASHIRE
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Blackburn
H.M.C., Independent, Direct Grant
1,190 pupils, 360 in the Sixth (85 girls)

Required for January, 1981, well qualified GRADUATE to teach ENGLISH to "A" level. This is a temporary arrangement for two terms in the first instance, but could be made permanent.

Scale II post available for experienced applicant.

Applications in candidate's own writing, with curriculum vitae and names of two referees, to: The Headmaster, Queen Elizabeth's Grammar School, West Park Road, Blackburn, Lancs BB2 6DF.

OXON
BLOXHAM SCHOOL
ENGLISH, September, 1981

A well-qualified GRADUATE is required to join a lively ENGLISH DEPARTMENT, teaching up to "A" level. If a suitable candidate wishes there is the possibility of "O" level classics; scholarship English may also be available. An enthusiasm for play production, debates and creative writing would be particularly welcome. The post is well-suited to a first appointment who is well-qualified and imaginative.

Salary above Burnham: accommodation may be available.

Further details from: Director of Studies, Bloxham School, Banbury, Oxon OX15 4PE, to whom applications should be made giving curriculum vitae and names of two referees. Telephone: Banbury (0295) 720206.

SURREY
SUTTON HIGH SCHOOL FOR GIRLS (G.P.D.S.T.)
55 Cheam Road, Surrey SM1 2AX

Required in Spring Term, 1980, GRADUATE to share in teaching of ENGLISH to Advanced Level. Temporary post occasioned by confinement leave. Full time preferred, but part-time perhaps possible.

Apply in writing to the Headmistress, with curriculum vitae and names of two referees.

SURREY
NOTRE DAME SENIOR SCHOOL
Cobham, Surrey.

Independent school, requires January full-time Graduate TEACHER for ENGLISH to "A" level.

Burnham scale.

Apply Headmistress by letter.

Geography

EDINBURGH
THE EDINBURGH ACADEMY
GRADUATE to TEACH GEOGRAPHY from September 1981

Wanted, from September, 1981, a well-qualified geographer to join a thriving department. Teaching is available at all levels, from 11 to 18 (Highers and "A" levels). Experience of fieldwork valuable. Cricket and Rugby an advantage. Bachelor accommodation as House Tutor probably available.

Details may be had from: The Rector, The Edinburgh Academy, Henderson Row, Edinburgh EH3 5BL, to whom application should be sent by November 10, giving full details of education, qualifications, etc., and the names of two referees.

History

Heads of Department

EDINBURGH
FETTES COLLEGE
(H.M.C. Independent, Boarding and day, 530 pupils, 250 in Sixth Form)

Required, in September, 1981, a GRADUATE to teach HISTORY throughout the school. Oxford and Cambridge Scholarship work available for suitably qualified candidate. An interest in Nineteenth and Twentieth Century History and a willingness to be involved in extra-curricular activities are strong recommendations.

Salary on Fettes Scale according to qualifications and experience. Residential House Tutorship available for unmarried teacher.

Further details and application form from The Headmaster, Fettes College, Edinburgh EH4 1QX. See also under Independent Schools (History Section) in the English Edition.

OXFORD
RYE ST ANTONY SCHOOL
Independent RC Boarding and Day School for Girls (ages 8 to 18)

Required in January:—
Qualified and experienced TEACHER OF HISTORY (Graduate) to teach History in Middle and Senior School. Ability to teach Politics an advantage. Preference given to candidates prepared to be resident. Burnham Scale.

Apply with curriculum vitae and names of two referees to the Headmistress, Rye St Antony School, Pullen's Lane, Headington Hill, Oxford OX3 0BY.

Other Assistants

WILTSHIRE
DAUNTSEY'S SCHOOL
West Lavington, Devizes
H.M.C. (Direct Grant remaining Independent) Coeducational VIth Form College for the neighbouring 11 to 16 Lavington Comprehensive School.
600 pupils (600 post "O" level)

GRADUATE HISTORY TEACHER required, preferably for January, 1980, but April would be considered.

The January appointment will be temporary or permanent according to qualifications and experience. Apply as soon as possible to the Headmaster, with curriculum vitae and the names of two referees. Further details may be obtained from the Headmaster.

Mathematics

BEDFORDSHIRE
BEDFORD SCHOOL

Required for September, 1981 a GRADUATE to teach MATHEMATICS (MEI Syllabus) throughout the school, including a good share of Sixth Form work. Applicants prepared to be involved in out of school activities would be especially welcome.

Bedford School Salary Scale.

Further details may be obtained from the Headmaster, Bedford School, Bedford MK40 2TU, to whom applications should be made, together with details of qualifications and experience and the names of two referees.

CAMBRIDGE
THE PERSE SCHOOL FOR GIRLS
(Direct Grant/Independent)

Required in January or April, temporarily in the first instance, a good Honours GRADUATE to teach MATHEMATICS throughout the School up to Oxford and Cambridge entrance level. An interest in Computer Studies an advantage.

Applications, with the names and addresses of three referees, should be sent to the Headmistress, The Perse School for Girls, Union Road, Cambridge, CB2 1HF.

ESSEX
BANCROFT'S SCHOOL
Woodford Green, Essex
Independent. Co-ed, 720 pupils.
HMC

Required January 1981 either part-time or full-time TEACHER of MATHS to teach to at least "A" level standard. This could be an opportunity for someone interested in Computer education to become involved in large scale computer laboratory project. The ability to teach "A" level Maths with Statistics is desirable, but not essential.

Salary would be on the Burnham Scale at the appropriate point for an experienced person, and help with housing may be available.

Applications (no forms) to Headmaster with Curriculum vitae and names of two referees.

LONDON
MATHS specialist for Theatre School opening January 1981, Drury Lane, W.C.2. Six or less (pupils aged seven to 16 years).

Please telephone Sylvia Young, 01-989 4811/5874.

LONDON
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, S.E.22

Required for September 1981 to fill a post in an expanding department a MISTRESS to share in the teaching of MATHEMATICS throughout the school to G.C.E. Advanced Level.

Salary: James Allen's Girls' School Scale (i.e. Burnham plus) with Inner London Addition (A higher scale would be considered for a suitably qualified and experienced candidate).

Apply, with testimonials and the name of two referees to the Head Mistress.

Modern Languages

Heads of Department

BEDFORD
Required for September 1981 a HEAD of the FRENCH DEPARTMENT. French, German and Spanish are taught to Oxford and Cambridge Entrance level; Russian to "O" level. The successful applicant will be required to organize and coordinate the teaching of French throughout the School. An ability to help significantly with extra curricular activities will be welcome.

Bedford School salary scale. Further details may be obtained from the Headmaster, Bedford School, Bedford MK40 2TU, to whom application should be made, together with details of qualifications and experience and the names of two referees.

KENT
DOVER COLLEGE
(HMC, Independent, Coeducational, 425 pupils, 13 to 18)

Required for September, 1981 a HEAD of the MODERN LANGUAGES DEPARTMENT, to lead a department comprising eight teachers and teach French and German at all levels up to Oxbridge Scholarship standard.

For this important post we are seeking an outstanding linguist and teacher, keen to develop an already very strong department and make the most of the advantages enjoyed by Dover in its proximity to Europe and its cosmopolitan recruitment. Willingness to play a full part in the extra-curricular life of a coeducational boarding community is as important as good academic qualifications and successful experience. Salary Burnham Scale 4, accommodation available.

Full details from the Headmaster, Dover College, Dover, Kent (tel Dover 205969) to whom applications should be sent, with the names and addresses of two or more referees, as soon as possible and at the latest by Monday, November 10.

Other Assistants

KENT
COBHAM HALL
Cobham, Nr. Gravesend, Kent
(Girls Independent Boarding and Day School, founded 1962. 300 pupils 11 to 18, 25 miles central London)

Required for January, or earlier if possible, a qualified and experienced full time TEACHER of SPANISH to University entrance standard. This post (Scale 2) falls vacant owing to illness. Resident or non-resident, but resident preferred. (Creche for children of non-residential staff). Superannuation. Large modern languages department with Spanish, German and Russian as options; French and Latin compulsory.

Please apply to the Headmistress in writing (no forms) with curriculum vitae and names and addresses of two referees.

MIDDLESEX
Required for Summer Term—by boys' independent grammar school in north-west Middlesex. TEACHER of FRENCH to "O" level. Games an advantage.

Applications and two references to Box No TES 3740, The Times, WC1X 8EZ.

PERTHSHIRE
RANNOCH SCHOOL
(S.H.M.I.S.: 260 boys)

GRADUATE required in January 1981 to teach FRENCH to "O" and "A" level.

Willingness to make a positive contribution to the life (including sport) of this country boarding school essential. Free accommodation, married or single. House tutorship possible.

Apply with curriculum vitae and two referees to the Headmaster, or phone 08-822 332 for details.

WILTSHIRE
ST. MARY'S SCHOOL
Calne

Required in January 1981, FRENCH GRADUATE to share in the teaching of the subject to Advanced and University Entrance level.

Apply with curriculum vitae to the Headmistress as soon as possible.

Music

Heads of Department

WILTSHIRE
CRANBORNE CHASE SCHOOL
Wardour Castle, Tisbury
Telephone 0747 870 464

A DIRECTOR OF MUSIC is sought to take up duties in January, 1981, or later. Proficiency in orchestral and choir direction is essential. Music is studied for GCE "O" and "A" level and the school has its own chamber organ (John England, 1792).

Further details may be obtained from the Headmaster, to whom applications for the post should be addressed.

Other Assistants

ABERDEENSHIRE
BLAIRMORE SCHOOL
Glass, Huntley, Aberdeenshire AB5 4XH

Full time MUSIC TEACHER required by co-educational boarding preparatory school. Keyboard, 'Cellist. Class music (approximately 12) periods. Some solo teaching. Choir and Orchestra, practice organisation and supervision. Residential post. Assistance with games/outdoor pursuits an additional recommendation. Burnham Scale, Single accommodation.

Apply in writing to The Headmaster, with curriculum vitae and names, addresses, telephone numbers of two referees—one personal the other professional.

DEVON
ST. DUNSTAN'S ABBEY SCHOOL
Plymouth
(Independent Girls' Public School)

Required January, 1981, Qualified SENIOR MUSIC TEACHER, for singing and instrumental work throughout Senior School to G.C.E., some Junior School work; voluntary Orchestra and Choir. Burnham Scale 2 post for suitably qualified and experienced candidate.

Applications in writing as soon as possible with full curriculum vitae, names and addresses of three referees, and copies of recent testimonials to the Headmistress, North Road West, Plymouth, PL1 5DH.

GLOUCESTERSHIRE
WESTONBIRT SCHOOL
Tetbury, Glos.
(Re-advertisement owing to tragic death of recently appointed member of Staff.)

Required as soon as possible, or from January or April 1981, experienced TEACHER of SINGING to teach classes throughout the school and to be responsible for Chapel Choir and Choral groups. This post could also include some teaching of individual piano pupils; the post of Assistant Director of Music may be open to a suitable candidate. Accommodation (with no residential duties) available.

Apply with full curriculum vitae, copies of testimonials and names of referees to Headmistress.

HERTFORDSHIRE
BERKHAMSTED SCHOOL FOR GIRLS
Kings Road, Berkhamsted HP4 3BG

Required for January, 1981, full-time/part-time, temporary/permanent ASSISTANT MUSIC TEACHERS (G.R.S.M. preferred) to teach PIANO and if possible VIOLIN/CELLO. Class singing and Music Appreciation and Music to "O" level.

Apply giving full particulars and the names of two referees as soon as possible to Headmistress, Berkhamsted School for Girls, Kings Road, Berkhamsted, Hertfordshire.

Physical Education

DEVON
EDGEHILL COLLEGE
Bideford, North Devon

Required in January 1981 a fully qualified TEACHER for PHYSICAL EDUCATION. The post involves teaching gymnastics, dance, hockey, netball, tennis, swimming and athletics, and could be temporary or permanent.

Applications should be made in writing to the Headmistress, giving the names of two referees.

Science

BEDFORDSHIRE
BEDFORD SCHOOL

Required for September, 1981, a GRADUATE PHYSICIST to teach NUFFIELD PHYSICS throughout the school, including a good share of Sixth Form work. An ability to help significantly with extra curricular activities would be an additional advantage.

Bedford School Salary Scale.

Further details may be obtained from the Headmaster, Bedford School, Bedford MK40 2TU, to whom application should be made, together with details of qualifications and experience and the names of two referees.

CUMBRIA
CASTERTON SCHOOL
(330 girls; 11 to 18 years)

GRADUATE BIOLOGIST required in April 1981, for Summer Term only. Mainly Fifth and Sixth Form work. Strong possibility of permanent position for suitable candidate as Head of Department in September 1981. Successful department with emphasis at senior level on Physiology, Biochemistry, etc. Interest in the environment an asset. Burnham scale. Resident or non-resident.

Letter of application, together with full curriculum vitae and names of two referees, to the Headmaster, Casterton School, Kirkby Lonsdale, Cumbria LA6 2SG.

EDINBURGH
THE EDINBURGH ACADEMY
GRADUATE to teach PHYSICS from September 1981

Wanted, for September 1981, a well-qualified PHYSICIST or ENGINEER to join a thriving PHYSICS DEPARTMENT. All boys take Physics up to S IV, and well over half continue the subject to S.C.E. Higher, GCE "A" level (Nuffield), or Oxford or Cambridge entrance. Teaching is available at all levels. Cricket and Rugby an advantage. Bachelor accommodation as House Tutor probably available.

Details may be had from: The Rector, The Edinburgh Academy, Henderson Row, Edinburgh EH3 5BL, to whom application should be sent by November 10, giving full details of education, qualifications, etc., and the names of two referees.

HERTFORDSHIRE
QUEENSWOOD SCHOOL
Brookmans Park, Hatfield

Required for January 1981, a GRADUATE to share the teaching of CHEMISTRY throughout the school to University Entrance standard and to assist in teaching Physics to G.C.E. Ordinary Level.

A temporary appointment for two terms would be considered. The post can be resident or non-resident.

Queenswood is an Independent Boarding School for girls (380 in senior school) 16 miles from Central London.

Applications to be sent to the Headmistress with names and addresses of two referees.

JERSEY
MOORESTOWN COLLEGE
St Peter, Jersey, C.I.
(Co-educational School)

Required for January 1981, Qualified TEACHER to take CHEMISTRY and PHYSICS (or other academic subject) to "O" level.

Apply in writing to Headmaster giving curriculum vitae and the names of two academic referees.

SOMERSET
MILLFIELD SCHOOL
Co-educational Boarding School of 1,100 pupils, including over 400 Sixth Formers; 170 teachers.

Required for September 1981; TEACHER of CHEMISTRY for work up to "A" and "S" level. Interest in games or other extra-curricular activities an advantage.

Apply by November 17, to Headmaster, Millfield School, Street, Somerset BA16 0YD, giving curriculum vitae and the names of two referees.

SUFFOLK
Wanted for January, SCIENCE TEACHER. Boys boarding school residential or non residential post with normal duties.

Headmaster, St. George's School, Great Finborough, Stowmarket, Suffolk.

Speech and Drama

LONDON
BLACKHEATH HIGH SCHOOL
(G.P.D.S.T.)
Wemyss Road, SE3 0TF
SPEECH AND DRAMA

Part-time TEACHER required in January primarily for small groups and individual tuition, including Grade work for Trinity College [illegible] Music examinations.

Please apply to the Head Mistress giving details of qualifications and experience and the name of a referee.

Other than by Subject Classification

Heads of Department

MIDLOTHIAN
OXENFOORD CASTLE SCHOOL
Pathhead, Midlothian
PREPARATORY DEPARTMENT HEAD
(Up to 24 Boarding and Day Girls, ages 10-plus and 11-plus entry)

Required for September, 1981, a resident teacher to be fully responsible to the Principal for the establishing and running of a preparatory Department. Girls will be prepared for the common Entrance Examination at 12-plus.

Salary according to the Scottish Teachers' Salary Scale.

Further details may be obtained from the Principal, telephone Ford (Midlothian) 520241.

Other Assistants

LONDON
THE AMERICAN INTERNATIONAL SCHOOL
Cornwall Road, London SE1 8TH

A small new independent high school with an exciting educational programme offering individualised instruction and flexible scheduling, invites applications from well-qualified and enthusiastic TEACHERS for a part-time position in MATHEMATICS and/or PHYSICS.

A.I.S. is a democratic community in which staff, students and parents all actively participate.

Please apply, with names of two referees, to the Director.

LONDON
RIVERSTON SCHOOL
Eltham Road, London SE12 8UF
Telephone: 01-852 3857

Required for Spring Term, January 1981:
Experienced TEACHER for GEOGRAPHY and HISTORY—Scale 1 plus London Allowance.
Experienced TEACHER for INTEGRATED SCIENCE and PHYSICS to "O" level. Scale 2 plus London Allowance.

Applications to Principal with curriculum vitae and names and addresses of two referees.

LONDON
DULWICH COLLEGE
London SE21 7LD

Required for September 1981, an experienced TEACHER to take charge of a class for eight year olds. The Lower School of the College has long established entries at ages nine, ten and 11 and is introducing an eight year old entry in September 1981. It is hoped to come to an early decision so that the person appointed can take an active part in curriculum construction and selection of equipment and resources.

Dulwich has its own salary scales and accommodation is likely to be available for a married person requiring it.

Applications by letter to the Master as soon as possible, giving full curriculum vitae and the names, addresses and telephone numbers of two referees.

LONDON
Part-time HISTORY TUTOR, London, January, 1981, for two terms. To prepare small groups of girls for "O" level, Cambridge Board. Tutors and Stuarts. Two and a half days a week. £5.75 an hour.

Apply: The Principal, Miss Dixon and Miss Wolfe, Tutors, 28 Victoria Street, London SW1H 0EX. Telephone: 01-222 7117 or 01-698 1180.

WEST DORSET
Small Independent School requires qualified TEACHERS for January or April, 1981: (i) Juniors, (ii) Nursery Class. Only applicants looking for permanent post considered. Piano and/or Physical Education and Games an advantage.

Write full particulars: Headmistress, St. Ronan's School, Asker Mead, Bridport, Dorset.

WILTSHIRE
ST MARY'S SCHOOL
Calne, Wiltshire

Required in April, 1981, an experienced GRADUATE to take charge of a class of 10 to 11 years olds in our Junior School and prepare them for the 11 plus girls' Common Entrance examination.

Previous experience of Common Entrance work a recommendation. Burnham Scale 1. Resident or non-resident post.

Apply to the Headmistress with curriculum vitae as soon as possible.

APPLICATIONS are invited for the post of Science/Maths teacher at small independent boys' school in West Sussex. To commence January 1981. Please include curriculum vitae with application. Resident preferred (no married accommodation available).—Write Box TES 3917, The Times, WC1X 8EZ.

F.I.S. have vacancies for TEACHERS and MATRONS requiring posts in Independent Schools. Reply with S.A.E. to the Organizing Secretary, Pool Cottage, Billingshurst, West Sussex.

Preparatory Schools

By Subject Classification

Classics

LONDON
NORTH BRIDGE HOUSE SCHOOL
Regents Park

Required for January, 1980, experienced TEACHER to take LATIN and if possible GREEK, to Public School Scholarship standard in this large and co-educational preparatory school. Ability to help with games an advantage. Part-time classicist also considered. Salary according to London Burnham Scale.

Apply to: The Headmaster, North Bridge House School, 1a Gloucester Gate, London NW1 4HG.

History

REQUIRED in January, a TEACHER to take HISTORY to PSS and CE level for large boarding preparatory school (IAPS). Salary well above Burnham I with chance to advance beyond scale II in time. Ability to take 1st XV Rugby an [illegible] giving names of two [illegible] to Headmaster, St Hugh's School, Woodhall Spa, Lincolnshire, from whom further details may be obtained.

Mathematics

Heads of Department

SOMERSET
QUEEN'S COLLEGE JUNIOR SCHOOL
Taunton (IAPS)

Required in January, TEACHER to take charge of MATHEMATICS. Willingness to supervise out-of-class activities, especially games, important.

Salary: Burnham Scale with Government Superannuation.

Resident or non-resident. Accommodation and full board available for single person free of charge.

Apply with names of two referees to the Headmaster, Queen's College Junior School, Taunton TA1 4QR.

Other Assistants

MIDDLESEX
ORLEY FARM SCHOOL
South Hill Avenue, Harrow HA1 3NU
(270 boys, day and boarding, I.A.P.S.)

Required for January 1981, a qualified TEACHER for MATHEMATICS to Common Entrance level. Ability to help with games a very strong recommendation. Accommodation available.

Applications in writing with curriculum vitae and the names and addresses of two referees to the Headmaster.

WEST MIDLANDS
WEST HOUSE SCHOOL
I.A.P.S.
Edgbaston

Required January or April 1981 TEACHER of MATHEMATICS to C.E. level. Second subject if possible. Ability to coach games an advantage. Burnham Scale paid.

Applications, giving details of career and interests, and names and addresses and telephone numbers (if possible) of two referees to the Headmaster, West House School, 24 St. James's Road, Edgbaston, Birmingham 15.

Modern Languages

BERKSHIRE
LAMBROOK

Wanted in September, 1981, outstanding FRENCH TEACHER to teach up to PSS and C.E. levels. Ability to help with games or music an advantage. Excellent accommodation. Salary in excess of Burnham.

Apply in writing giving names of two referees and curriculum vitae to: The Headmaster, Lambrook, Winkfield Row, Bracknell, Berkshire RG12 6LU.

DEVON
WOLBOROUGH HILL SCHOOL
Newton Abbot, South Devon
(I.A.P.S., 175 boys on roll)

Required in January, qualified person to teach FRENCH to Public Schools Scholarship level, and to supervise the French teaching throughout the school. Burnham Scale, D.E.S. Superannuation.

Applications in writing with curriculum vitae and names of two referees to the Headmaster from whom further details are available.

DURHAM COUNTY COUNCIL
NEW COLLEGE DURHAM
(GROUP 8)

POST OF

DEPUTY PRINCIPAL

Applications are invited from suitably qualified and experienced candidates for the above post which will become vacant on 31st December, 1980.

New College Durham was established on 1st September, 1977, as a result of a merger of the Durham Technical College and Neville's Cross College of Education. It provides a very wide range of courses as a community college and is continuing to diversify its Higher Education. The College has been placed in Group 8 under the Burnham Further Education Committee's report. The salary attached to the post will be at a fixed point within the range for a Group 8 Vice-Principal, currently £16,680 per annum.

A good Honours graduate is looked for with sound and wide experience in Further Education and proven administrative ability in a senior post in education. This is a challenging and rewarding appointment.

Further particulars may be obtained from the Principal, New College Durham, Framwellgate Moor Centre, Durham, on receipt of a stamped addressed envelope.

The closing date for applications is Friday 14th November, 1980.

Durham
COUNTY COUNCIL

STRATHCLYDE REGIONAL COUNCIL:
DEPARTMENT OF EDUCATION

FURTHER EDUCATION
REID KERR COLLEGE, PAISLEY

Applications are invited from suitably qualified and experienced persons for the post of

PRINCIPAL
of
Reid Kerr College, Paisley

The college is in group 7 and the present salary is £16,861 per annum

Candidates must have a degree of a British University or other acceptable equivalent qualification and have held a major promoted post in further education. Experience in industry or commerce is essential. Candidates will be expected to have a wide experience and knowledge of further education, be able to relate to industry and commerce and be conversant with the role of industrial training boards, the manpower services commission and similar bodies with an interest in further education.

Forms of application and particulars of the post may be obtained from the Director of Education, Further Education Department, Strathclyde House, 20 India Street, Glasgow G2 4PF, to whom completed application forms should be returned. Closing date for receipt of applications is Monday 10 November 1980.

Edward Miller,
Director of Education

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ilea colleges
INNER LONDON EDUCATION AUTHORITY

CITY AND EAST LONDON COLLEGE
Pitfield Street, London N1 6BX

LECTURER GRADE II and STUDENT COUNSELLOR, required as soon as possible, to lead a team including two other student counsellors and to undertake a few hours teaching in any subject area appropriate to general education courses. Applicants are expected to be trained and have experience in the work of student counselling as well as being qualified teachers.

Salary for Lecturers Grade II is on an incremental scale within the range of £5,012-£9,703, plus £759 Inner London Allowance, starting point depending on qualifications, training and experience.

Further details and an application form may be obtained from the Secretary to the Vice-Principal (Staffing) telephone 01-253 6683 and returned within fourteen days of the appearance of this advertisement.

HAMMERSMITH AND WEST LONDON COLLEGE
Gliddon Road, Barons Court, London W14 9BL

HEAD OF DEPARTMENT Grade IV. Applications are invited for the post of Head of Department, with special interest in continuing and vocational education, in the Board of Studies of General and International Education.

This Board of Studies offers educational provision in the areas of general education, prevocational studies, employment preparation and recreation. Candidates for this post should preferably have experience in vocational education and a capacity to develop social education within the Board of Studies.

The appointment to commence as soon as possible, by arrangement, and not later than the start of the Summer Term 1981. Salary Scale: [illegible] (plus £759 Inner London Allowance). Subject to formal approval.

Application forms and further particulars from the Senior Administrative Officer (EG) to be returned within two weeks from date of advertisement.

HACKNEY COLLEGE
Stoke Newington Centre, Ayrsome Road, London, N.16

Business Studies Department

Required for 1st January 1981, or as soon as possible Lecturer 1 in OFFICE SKILLS to teach from a range of Typewriting, Business Calculations, Commerce, Office Practice/Machinery, and Shorthand to RSA and BEC General Students

General Studies Department

Required as soon as possible, Lecturer Grade 1 to teach GENERAL AND COMMUNICATION STUDIES to craft and technician students. An additional interest in teaching English and World of Work to full-time students would be an advantage. Further details and application forms from the Centre Manager, at the College. Salary on an incremental scale within the range of £4,683-£8,055 (plus £759 Inner London allowance) starting point depending on qualifications, training and experience. Salary scale subject to formal approval.

Applications must be returned within 14 days of the appearance of this advertisement.

GARNETT COLLEGE
Downshire House, Roehampton Lane, London SW15 4HR (01-789 6533)

LECTURER II in BUSINESS STUDIES. Applications are invited for a Lecturer II to be concerned with the training of teachers in Business Studies. Candidates should have qualifications in the computer studies, data processing / quantitative methods area. The college is looking for a person with teaching and business experience, who is interested in the problems of teaching his/her specialisms and who is prepared to contribute to the general work of the college.

Salary scale: £6,012-£9,703 plus £759 Inner London allowance, starting point depending upon qualifications and experience.

Application forms and further details may be obtained from the Principal (Ref. TES) at the college, to which completed forms should be returned within 10 days.

PREPARAORY
continued

Music

NORTHAMPTONSHIRE
FULL-TIME MUSIC TEACHER Required by Boys' Prep School, ages 8-13.

We are looking for a well-qualified KEYBOARD player, who must be a good performer. Second instrument useful but not essential. Duties include individual piano lessons, theory classes, music appreciation classes, accompaniment and some practice supervision. Burnham Scale.

Residential (if single) or non-residential.

Post available at the beginning of, or during the course of, Lent Term 1981.

Apply in writing to D. A. Simpson, Esq., Winchester House School, Brackley, Northants, with curriculum vitae and names, addresses and telephone numbers of two referees.

SUSSEX
Mixed I.A.P.S. day preparatory school (with pre-prep department) in South East England (230 children) with a fine reputation for music, requires new DIRECTOR of MUSIC in April or September 1981. Ability to coach boys' or girls' games a help. Some duties. Burnham Scale. Superannuation. Married or single accommodation.

Apply in writing with curriculum vitae and the names and addresses of two referees, Box TES 3933, The Times, WC1X 8EZ.

Physical Education

WANTED in April 1981 for boys' preparatory school PE MASTER who can also offer another subject and is interested in boarding activities.

Science

EAST SUSSEX
NORMANSAL SCHOOL
Seaford, Sussex BN25 2JE
Required January 1981, qualified TEACHER for SCIENCE up to Common Entrance Standard. I.A.P.S. mixed school, small classes. Scale 1. Resident or non-resident. Ability to help with games a strong recommendation.

Applications with curriculum vitae to the Headmaster with the names and addresses of two referees.

JERSEY
ST. GEORGE'S PREPARATORY SCHOOL (I.A.P.S.)
(Co-educational)
La Hague Manor, St. Peter, Jersey C.I.
Required for January 1981, Young qualified MASTER to teach SCIENCE to C.E.B. and scholarship level plus junior school MATHEMATICS. Offer of games an advantage.

Burnham Scale and Government Superannuation.

Applications with curriculum vitae, testimonials, names of two referees and photo to the Headmaster.

SURREY
Required immediately at IAPS Preparatory School a qualified TEACHER for BIOLOGY (to C.E. and P.S.S. level) and middle school MATHS.

Application with c.v. and names of two referees by post or phone to The Headmaster, Hazelwood School, Limpsfield, Surrey. Tel. Oxted 2194.

WILTSHIRE
THE OLD RIDE
Bradford on Avon
I.A.P.S. Boarding and Day School of 130 children requires qualified TEACHER in April, 1981, for GENERAL SCIENCE to Common Entrance and R.S. Scholarship. Resident preferred. Burnham Scale.

Applicants are asked to write to The Headmaster giving curriculum vitae and names and addresses of two referees.

Other than by Subject Classification

ESSEX
An interesting vacancy (September 1981 at latest) for a capable ASSISTANT to teach in Middle and Upper School. Geography and beginners' French or Latin preferred. Residential or married accommodation available. A positive interest in out-of-school activities and sports essential. Felsted salary scale (better than Burnham) with allowances.

Write or telephone for full details: The Master, The Junior School, Felsted, Dunmow, Essex CM6 3JL. (0371) 820252.

HAMPSHIRE
HORDLE HOUSE
(IAPS Co-educational)
Milford-on-Sea, Lymington, Hampshire
Requires for January 1981: a FORM TEACHER for one of the entrance forms of seven and eight year old children. Present form mistress is leaving to get married and has been teaching French and English and supervising girls' games. Some mathematics teaching and cricket coaching are also available. Cottage could be available from August for married couple.

Applications and curriculum vitae with names of two referees in writing to Headmaster please. Closing date for applications November 15.

HAMPSHIRE
DITCHAM PARK SCHOOL
Ditcham Park, Petersfield
Hampshire GU31 5RN
(Independent co-educational day school of 300 pupils in a country setting)
Required from January to July 1981: a temporary FORM TEACHER for a class of twenty eight to nine year olds. Applicants should have appropriate qualifications and be willing to teach general subjects in an imaginative way, plus boys' games throughout the seven to 11 age range.

Burnham Salary and D.E.S. superannuation.

Apply at once, in writing, to the Headteacher, giving the names of three referees.

KENYA
Subjects TEACHERS required in September 1981 to C.E. and Scholarship level in FRENCH, GEOGRAPHY, LATIN, MATHEMATICS, HISTORY and ART for large mixed day school. Preference to candidates offering multiple subjects and good Games.

Application forms from the Headmaster, The Banda School, P.O. Box 24722, Nairobi.

LANCASHIRE
LAWRENCE HOUSE SCHOOL,
St Annes-on-Sea
Wanted for January, 1981 TEACHER for mixed class of 6-8-year-olds. Resident or non-resident.

Apply with curriculum vitae and names of two referees to the Headmaster.

LONDON
HIGHFIELD SCHOOL
256 Trinity Road, SW18
A TEACHER is required to take the class of 7 to 8-year-olds in this Independent Primary School. An ability to teach basic French would be an advantage.

Apply in writing to the Headmaster.

LONDON
STREATHAM HILL AND CLAPHAM HIGH SCHOOL
The Girls' Public Day School Trust
Wavertree Road, London SW2 3SR
Required January or September, 1981, CLASS TEACHER for eight to nine-year-olds, to take responsibility for school music. Scale 1.

Apply by letter to the Headmistress, giving full particulars and names of referees.

SURREY
Form TEACHER for 5-year-old reception class required in January, 1981 for Preparatory Department of IAPS school (Total pupils 240). Burnham Scale 1 and Surrey Allowance.

Applications with c.v. and names and telephone numbers of two referees to The Headmaster, Hazelwood School, Limpsfield, Surrey.

Colleges of Further Education

Other Appointments

AVON COUNTY
EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
Bristol
Principal: F. J. Hawley, M.Sc.
DEPARTMENT OF FOOD AND FASHION
Applications invited for the following posts, duties to commence on January 1, 1981:

LECTURER Grade I in DOMESTIC ADMINISTRATION and ACCOMMODATION MANAGEMENT—Ref. No. 80/34.

To assist with the organisation of the section and to teach on mainly O.N.D., City and Guilds and H.C.I.M.A. courses. Industrial experience at accommodation management level is required.

An appropriate degree or H.C.I.M.A. membership, and teaching experience is desirable.

LECTURER I in BAKERY and CONFECTIONERY—Ref. No. 80/35.

To assist with the day-to-day operation of the bakery school and teach mainly on City and Guilds courses. Industrial experience in the bakery industry is required and teaching experience is desirable.

Applicants should hold appropriate qualifications in City and Guilds or equivalent.

TEMPORARY FULL-TIME LECTURER I in SCIENCE—Ref. No. 80/36.

From January 1, 1981, to August 31, 1981, to teach both the applied sciences on courses which include City and Guilds Hairdressing, Housekeeper Receptionists, Cleaning Science and O.N.D. in Hotel Catering and Institutional Operations, as well as hygiene and nutrition to a variety of catering students.

Applicants should have appropriate qualifications, preferably teaching experience, and a teaching certificate.

Further details and application forms (to be returned by November 14, 1980) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting appropriate Post Reference Number.

AVON COUNTY
CITY OF BATH TECHNICAL COLLEGE
Required:—
(1) A LECTURER I to teach COMPUTING SCIENCE/MATHEMATICS to "A" level, Higher T.E.C. and B.E.C. courses.
(2) A LECTURER I or II to teach ELECTRONICS to courses up to Higher T.E.C. Diploma in Electronics.

Salaries: Lecturer I, £4,683 to £8,055; Lecturer II, £6,012 to £9,703.

Details and application forms available from the Principal, Avon Street, Bath BA1 1UP.

BERKSHIRE
EDUCATION COMMITTEE
READING COLLEGE OF TECHNOLOGY
DEPARTMENT OF ELECTRICAL & ELECTRONIC ENGINEERING
Applications are invited from persons suitably qualified to teach a range of TEC units up to Certificate level. There are two Lecturer I vacancies to be filled for January 1981 (or as soon as possible thereafter), each having its own particular specialism, as follows:
Post A—ELECTRICAL PRINCIPLES and ELECTRICAL DRAWING I.
Post B—ELECTRONIC SYSTEMS and MATHEMATICS.

In the latter, previous experience of Digital Techniques and Microprocessors will be an advantage.

Application forms and further particulars are obtainable from the Principal, Reading College of Technology, King's Road, Reading RG1 4HJ, to be returned within 14 days of the appearance of this advertisement.

BRENT
(London Borough of)
WILLESDEN COLLEGE OF TECHNOLOGY
Principal: A. K. Barnard, BSc, PhD, CChem, FRSC
Applications are invited for the following posts and appointments will be made as soon as possible.

DEPARTMENT OF PROFESSIONAL BUILDING STUDIES
LECTURER Grade II/SENIOR LECTURER in CONSTRUCTION TECHNOLOGY and MANAGEMENT.

Applicants should be qualified to lecture to final professional level. The Department offers courses leading to RICS, IOS, IAAS, CIOB and Higher Diploma in Building and in Civil Engineering (Structural Engineering bias).

The successful candidate will be required to have a Corporate Membership of an appropriate professional institution, together with relevant industrial and teaching experience.

LECTURER I/II—MEASUREMENT and ECONOMICS (2 posts).

Applicants should be professionally qualified and have appropriate experience or training to lecture to students engaged in the TEC Ordinary and Higher Programmes in Building and Quantity Surveying, in addition to students studying on courses leading to the qualifications required by professional institutions in these disciplines. The ability to offer other subjects would be an advantage.

Salary scales: L.I, £5,442 to £8,814; L.II £6,771 to £10,461; S.L. £9,711 to £12,084.

Relocation assistance available in approved cases.

Further particulars and application forms are available from the Chief Administrative Officer, Willesden College of Technology, Denzil Road, London NW10 2XD (Tel: 01-451 3411) returnable within 14 days.

Nene College Northampton

School of Technology
2 POSTS

Applications are invited for the post of

Lecturer I
in CIVIL/STRUCTURAL ENGINEERING

Candidates should be Chartered Engineers with recent experience in Structural Engineering.

The successful applicant will be able to lecture in Structural and Civil Engineering subjects at T.E.C. Certificate and Higher Certificate level.

Applications are invited for the post of

Lecturer I
in CONSTRUCTION

Candidates should possess professional and/or technical qualifications in Construction with relevant practical experience.

The successful applicant will be able to lecture in his specialist subjects at T.E.C. Certificate, Diploma and Higher Certificate Levels.

Salary Scale: Lecturer Grade I £4,683-£8,055 point of entry depending on previous experience.

Application forms and further particulars for both the above posts are available from The Dean, School of Technology, Nene College, St. George's Avenue, Northampton, to be returned within fourteen days of the date of appearance of this advertisement.

BEXLEY (London Borough)
ERITH COLLEGE OF TECHNOLOGY
Belvedere, Kent DA17 6JA

Principal: D. F. Glover, M.A., B.Sc., F.C.I.S., F.I.I.M., F.BIM
Applications are invited for the following posts to take effect as soon as possible.

PRINCIPAL LECTURER IN ENGINEERING

Required for this important post in the Department of Engineering and Industrial Management. Applicants should be well qualified Engineers with sound industrial experience, have held a teaching post at senior level in Further Education and have proven administrative ability. Candidates from any engineering discipline will now be considered and applicants who responded to the previous advertisement will be reconsidered automatically unless they indicate otherwise (Ref. E.I.).

LECTURER GRADE II IN GENERAL STUDIES

Required to assist in the administration and teaching of Y.O.P. courses (clerical bias) and to teach in other courses to 'O' level or equivalent in Accounts, Commerce or Mathematics. Graduate and/or equivalent qualifications and appropriate experience essential (Ref. P.3.).

LECTURER GRADE I IN CHILD DEVELOPMENT

Applications are invited from qualified Nursery/Infant trained teachers to teach Child Development in N.N.E.B. and similar courses within the Department of Social Care and Creative Studies. Some visiting of students in practical placements will be required. A willingness to offer non-examination English or Speech and Movement would be an advantage. (Ref. S.C.5.).

Burnham Technical Salary Scales (including London Allowance):

Principal Lecturer: £11,907 to £12,310 (Bar) to £13,743.

Lecturer Grade II: £6,518 to £10,209.

Lecturer Grade I: £5,181 to £8,553 (according to qualifications and experience).

Application forms and further particulars from the Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (Erith 42331) (quote reference of post) to whom they should be returned within two weeks of the appearance of this advertisement. The Council operates an enhanced scheme of fringe benefits for staff including payment of legal fees for house purchase, removal expenses and disturbance allowances.

Fire Service Technical College
TUTORS

. . . for the College at Moreton-in-Marsh, Gloucestershire which provides general and specialist training courses for senior and junior officers in the Fire Service, for certain overseas students, and for industry. Vacancies are in the following areas:

Supervisory Management

The successful candidate will be responsible for teaching the principles of leadership, man-management and related subjects. Duties also include assisting in curriculum development, preparing course material and assessing the performance of students.

Chemistry

The successful candidate will be required to teach chemistry and to assist in curriculum development, to prepare course material and to make student assessments.

Tutors are expected to take an active part in the College's extramural activities.

Candidates (men and women) should normally have a degree with 1st or 2nd class honours or equivalent qualification in a relevant subject and must have had considerable experience in further education.

Salary £6,755-£11,930, starting salary may be above the minimum. Promotion prospects. Non-contributory pension scheme. Accommodation may be available for single persons for a limited period.

For full details and an application form (to be returned by 24 November, 1980) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours). Please quote ref: G/5470.

Home Office

COLLEGES OF FURTHER EDUCATION
continued

CLEVELAND
COUNTY EDUCATION COMMITTEE
CLEVELAND TECHNICAL COLLEGE
Redcar

Applications are invited for the post of LECTURER I in TROWEL TRADES, duties to commence as soon as possible after January 1, 1981.

Salary: £4,683 to £8,055.

The successful candidate will be required to teach up to the advanced craft certificate level in Roadwork-Street Masons and Paviours work and Highway Technician units up to Ordinary Certificate in the T.E.C. Civil Engineering Studies programme.

The person appointed will possess appropriate qualifications and experience and be prepared to assist generally with the work of the department.

Further details and application forms available by applying in writing only to: The Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS10 1EZ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

CLEVELAND
HARTLEPOOL COLLEGE OF FURTHER EDUCATION
Principal, C. C. Dorm B.Sc., M.Inst., M.C., Cert.Ed.

APPOINTMENT OF LECTURER I ELECTRICAL/ELECTRONIC ENGINEERING

Applications are invited for the above post with duties to commence as soon as possible.

The successful candidate will teach Heavy Current Electrical Theory and Practice on T.E.C. Certificate Diploma and Craft Courses. Interest in teaching Computer Technology Application would be an advantage. Graduate or equivalent qualifications in Electrical Engineering preferred.

Salary Scale: £4,683 to £8,055.

Further details and application forms may be obtained from the Principal, College of Further Education, Stockton Street, Hartlepool, Cleveland, to whom completed forms should be returned within 14 days of the appearance of the advertisement.

CLEVELAND
LONGLANDS COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF ELECTRICAL ENGINEERING
Readvertisement

Applications are invited for the post of LECTURER Grade I in TELECOMMUNICATIONS.

Candidates should possess appropriate qualifications, have relevant up-to-date industrial experience and preferably be teacher trained.

Salary Scale: Lecturer Grade I, £4,683 to £8,055.

Application forms and further particulars can be obtained from the Principal at the college, Douglas Street, Middlesbrough, Cleveland TS4 2JW, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

DUDLEY
(Metropolitan Borough)
DUDLEY COLLEGE OF TECHNOLOGY
LECTURER I IN GENERAL STUDIES

Applications are invited for the post of LECTURER I to teach LIBERAL STUDIES and COMMUNICATIONS. The appointment will be from January 1981. Salary: Lecturer Scale I £4,683 to £8,055.

Further particulars and application forms from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands DY1 4AS.

DURHAM
COUNTY COUNCIL
NEW COLLEGE DURHAM
Principal: Leonard G. Bowsher, BA Ed.(Lond.), B.Sc.(Econ), M.A., F.R.S.A.
FACULTY OF TECHNOLOGY
LECTURER I in MINING ELECTRICAL ENGINEERING
Applications are invited from suitably qualified and experienced persons for the post of LECTURER I in MINING ELECTRICAL ENGINEERING in the School of Mining Engineering. As a minimum qualification, applicants should possess a Colliery Electrical Engineer's Certificate under M.Q.B. rules. Recent industrial experience in the mining industry is highly desirable and previous teaching experience would be an advantage. Duties to commence as soon as possible.

Further particulars and application forms, returnable by Friday 7th November 1980 may be obtained from the Principal, New College Durham, Framwellgate Moor Centre, Durham DH1 5ES, on receipt of a large stamped addressed envelope.

EAST SUSSEX
BRIGHTON TECHNICAL COLLEGE
FACULTY OF ENGINEERING
MECHANICAL ENGINEERING DEPARTMENT
LECTURER Grade 1 to teach basic WELDING and FABRICATION SKILLS and MECHANICAL SKILLS to apprentices on the E.I.T.B. first-year training scheme.

£4,683 to £8,055 per annum.

Further details and application forms from Principal, Brighton Technical College, Pelham Street, Brighton BN1 4FA. Telephone Brighton 685971.

Closing date: 10 days from this advertisement.

ESSEX
BASILDON COLLEGE OF FURTHER EDUCATION
Nethermayne, Basildon
Telephone: [illegible]
DEPARTMENT OF GENERAL EDUCATION
Required for January, 1981, until [illegible] 1982, in the first instance, LECTURER Grade II to be Tutor on Work Introduction Course. (This post is established for only as long as the W.I.C. is required and sponsored by the M.S.C.)

Applicants must have suitable experience in dealing with 16 to 19 year olds and should preferably be familiar with the process of introducing them to work situations.

Further training is desirable. Assisted accommodation may be available from the Basildon Development Corporation.

Salary: £6,012 to £9,703, plus [illegible] allowance.

Application forms, to be returned by November 14, and further details from the Principal.

ESSEX
COLCHESTER INSTITUTE
Sheepen Road, Colchester, Essex CO3 3LL
Telephone (0206) 70271
Required from 1st January 1981, LECTURER in STRINGS to teach VIOLIN and VIOLA from rudimentary to Diploma standard and work with ensembles. Wide teaching and professional orchestral experience preferred.

Salary Scale: Lecturer I £4,683 to £8,055 per annum.

Further details and application forms may be obtained from the Director at the above address and should be returned by 17th November 1980.

HEREFORD AND WORCESTER
COUNTY COUNCIL
NORTH WORCESTERSHIRE COLLEGE
BROMSGROVE
FACULTY OF TECHNOLOGY
Required for January 1, 1981

SENIOR LECTURER in PRODUCTION ENGINEERING to teach Manufacturing Technology and the Control and Economics of Manufacture in HNC and TEC Higher Certificate Courses. Teaching experience at this level together with a sound knowledge of current manufacturing practice is essential.

Salary Scale: £8,409 to £10,839 (bar) to £11,205 per annum.

Please apply to the Director, North Worcestershire College, Bromsgrove, Worcestershire, B60 1PQ, for further details and application form.

HEREFORD AND WORCESTER
COUNTY COUNCIL
REDDITCH COLLEGE
FACULTY OF INDUSTRIAL STUDIES
DEPARTMENT OF TECHNOLOGY
MATHEMATICS, STATISTICS AND COMPUTER UNIT

Required as soon as possible a LECTURER I in MATHEMATICS and COMPUTERS to teach Mathematics, Data Processing and Computer Studies on courses leading to B.E.C. and Higher B.E.C. and Professional Qualifications, H.E.C./T.E.C. Diploma in Computer Studies, T.E.C. and Higher T.E.C. Courses.

Recent practical commercial/industrial experience is desirable.

Commencing salary within L.I range (£4,683 to £8,055) dependent upon age, qualifications and experience.

Further details of this post, together with application form, may be obtained from: The Principal, Redditch College, Peakman Street, Redditch B98 8DW.

HERTFORDSHIRE
DE HAVILLAND COLLEGE
The Campus, Welwyn Garden City, Herts.
LECTURER Grade I to teach TEC and CRAFT ELECTRONICS courses.

Applicants should have a degree or other appropriate technical qualifications. Teacher training would be an advantage.

Assistance with removal expenses in approved cases.

Forms and further details from the Principal at the above address (telephone: Welwyn Garden 26318, ext. 211).

HERTFORDSHIRE
ST ALBANS COLLEGE
29 Hatfield Road, St Albans, Herts
Tel 60423
LECTURER I in LAW and BUSINESS STUDIES required for January 1981 or as soon as possible thereafter to teach the Organization in its Environment, Administration in Business and Business Law modules on BEC National Diploma and Certificate courses. Opportunities also exist to teach Law to "A" level and other appropriate courses. Applicants should be graduates, preferably with commercial experience and teacher training.

Salary scale £4,683 to £8,055 plus £213 London area weighting. Application forms and further particulars can be obtained from the principal at the college. Completed forms should be returned by 14 November 1980.

LANCASHIRE
COUNTY COUNCIL
BLACKPOOL AND FYLDE COLLEGE OF FURTHER AND HIGHER EDUCATION
FACULTY OF ART AND DESIGN

Part-time LECTURER—PHOTOGRAPHY.
Part-time LECTURER—VIDEO.

To teach students from Technical Illustration, Graphics, and Foundation Courses.

Starting November 17, 1980, or as soon as possible thereafter.

Further details and application form from the Principal, Blackpool and Fylde College of Further and Higher Education, Ashfield Road, Bispham, Blackpool FY2 0HB, Lancashire to be returned as soon as possible.

LIVERPOOL
LECTURER II CONSTRUCTION
RIVERSDALE COLLEGE OF TECHNOLOGY
Riversdale Road, Liverpool, L19 3QR

Applicants should be technically qualified and experienced and able to contribute towards the work of CGLI and TEC courses, mainly at technician level. Previous teaching experience required.

Forms available from (S.A.E.) and returnable to the Principal by 10th November, 1980.

LIVERPOOL
RIVERSDALE COLLEGE OF TECHNOLOGY
Riversdale Road
Liverpool L19 3QR
TEMPORARY LECTURER 1 IN CONSTRUCTION
to August 31, 1981.

To undertake practical and associated technology work for T.S.D. courses in Roadwork and Concrete Practice Basic Skills.

Forms available from and returnable to the Principal by November 10, 1980 (S.A.E.).

LONDON
Part-time and full-time TEACHERS required shortly in all subjects of the Institute of Bankers' Banking Diploma by private specialised college two minutes from London Bridge.

Please apply with details to: The Principal, Broadwater College of Banking, Kings Head Yard, 48 Borough High Street, Southwark, London SE1 1NA. Telephone: 403 4866.

NORFOLK
COUNTY COUNCIL
GREAT YARMOUTH COLLEGE OF FURTHER EDUCATION
LECTURER Grade I COOKERY and To teach practical and theory to City and Guilds 705, 706/1 and 706/2 standards.

Applicants should have appropriate qualifications and experience. The appointment will commence January 1 1981.

Application forms should be returned by November 17 and may be obtained by sending S.A.E. to the Principal, College of Further Education, Southtown, Great Yarmouth NR31 0JU.

MAKE YOUR ANNOUNCEMENTS THROUGH THE T.E.S PERSONAL COLUMNS

Over half a million people read the TES every week and an advertisement in the personal columns can cost as little as £3.15. If you would like more information about advertising in the TES personal columns talk to Lyn Willis in our classified advertisement department on 01-837 1234, or write to The Times Educational Supplement, Classified Advertisement Department, PO Box 7, New Printing House Square, Grays Inn Road, London WC1X 8EZ.

THE TIMES
Educational Supplement

WESTHILL COLLEGE

Selly Oak, Birmingham B29 6LL

Principal : Alan G. Bamford, J.P., M.Ed., F.R.S.A.

Tutor in Community and Youth Work

Applications are invited from suitably qualified and experienced candidates for this post to work with a team of tutors in the Community and Youth Work Department engaged in training students for CY, CQSW, B.Ed. and Diploma qualifications.

The Department is actively concerned to develop the training of persons for work in a multi-cultural society. Field workers with experience of training are invited to apply.

The appointment will be with effect from 1st January, 1981, or as soon as possible thereafter, and at the Lecturer II or Senior Lecturer level on the Burnham FE Salary Scale, according to qualifications and experience. Closing date for applications : 14th November, 1980.

Further details of the post and mode of application may be obtained from the Principal.

GIRTON COLLEGE, CAMBRIDGE

Applications are invited for two

Research Fellowships

tenable for three years

One for research in the sciences and one for research in an arts subject

The fellowships are open to men and women graduates of any university. Candidates for a research fellowship in an arts subject should be below the age of 35 years.

The emoluments of the Fellowship are under review but at present are : to a person who has not completed a Ph.D., £3,025 p.a : to a person with a Ph.D. £3,300 p.a. The Fellowship will be pensionable under U.S.S. If the research fellow is married, a child allowance of £250 p.a. for the first child is made. Financial support from other sources may be taken into account. Research fellows will, if they wish, be permitted to teach up to 6 hours a week for which payment will be made at supervision rates.

Residence and commons (all meals) are provided.

Applications, on a form which may be obtained from the Secretary to the Council, Girton College, Cambridge CB3 0JG must be returned not later than 15 November. A statement of between 1,500 and 2,000 words, outlining the work candidates would wish to submit in support of their applications and the research they would propose to do if elected, will be required at the same time as the application is returned. The statement should be intelligible to scholars in other subjects. If the applicant is short-listed he/she will be asked at that time to submit work in support of the application.

SOCIAL SERVICES DEPARTMENT

DEPUTY PRINCIPAL

GRADE : N.J.C.7

BOALER ASSESSMENT CENTRE (GROUP A)

£7,077-£7,722

This Centre has places for 30 boys and girls, generally within the age range of 5 to 16 years.

Applicants for this residential post must hold qualifications in Residential Child Care, Social Work, Teaching or related fields and have had experience of comparable work with children.

The successful applicant will be a member of the Management Team and will be required to deputise for the Principal in his absence.

A detached furnished house is available for which emoluments of £546 per annum will be deducted.

Potential applicants may contact the Principal, (Mr Brook) at Boaler Assessment Centre, (Telephone : 051-263 7257) for informal discussion.

Application forms are available from the Director of Social Services, 26 Hatton Garden, Liverpool 3, (Telephone: 051-227 3911, Ext. 292).

Closing date: Friday, 14th November, 1980.

Liverpool

Make your announcements through the TES personal columns contact our classified advertisement dept on 01.837 1234.

COLLEGES OF FURTHER EDUCATION
continued

OXFORDSHIRE

Independent CFE in Oxford needs TEACHERS for immediate or January start. Subjects: ACCOUNTANCY and ECONOMICS. All to "A" level standard.

Write with curriculum vitae to the Principal, St Aldates College, Rose Place, Oxford, OX1 1SB.

SLOUGH

SLOUGH COLLEGE OF HIGHER EDUCATION

SCHOOL OF CATERING AND HOTEL ADMINISTRATION

Required to commence duties on 1st January, 1981.

LECTURER I IN ACCOMMODATION OPERATIONS

To teach HOTEL and INSTITUTIONAL HOUSEKEEPING to students over a range of courses including OND and the new HCIMA and TEC programmes. Applicants should have had relevant experience in housekeeping and preferably some experience of teaching or training.

Salary scale: £4,683 to £8,055 plus £213 p.a. Local Allowance. Starting point depending on qualifications and experience.

Further details and application forms can be obtained by sending a stamped addressed envelope to the Vice-Principal, Slough College of Higher Education, Wellington Street, Slough SL1 1YG to whom they should be returned within two weeks of the date of this advertisement.

SUFFOLK

SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION

Required for January 1, 1981 or as soon as possible thereafter:

LECTURERS (Grade II) for: PAINTING and DECORATING (Post no. 4.5)

LADIES HAIRDRESSING and BEAUTYWORK (Ref. no. 4.46)

LECTURERS (Grade I) for: PLUMBING (Ref. no. 5.17)

ELECTRICAL ENGINEERING (Ref no. 5.24)

AUTOMOBILE ENGINEERING (Ref. no. 5.28)

FOOD PREPARATION (Ref. no. 5.92)

Starting salary within the following scales: Lecturer (Grade II) £6,012 to £9,702; Lecturer (Grade I) £4,683 to £8,055.

Further details and application forms available from the Principal, Rope Walk, Ipswich IP4 1LT, to whom completed forms should be returned by November 13, 1980. Please quote post number and enclose stamped addressed envelope.

SUFFOLK

COUNTY COUNCIL

WEST SUFFOLK COLLEGE OF FURTHER EDUCATION

Out Risbygate, Bury St. Edmunds

LECTURER Grade I in CARPENTRY and JOINERY

A Lecturer Grade I in Carpentry and Joinery is required for January 1981.

The person appointed will teach apprentices taking the CITB Training Programme and C and G 585 Craft and Advanced Craft Courses.

Although teaching qualifications, experience are ideal requirements, consideration will be given to a technically qualified person with recent site/workshop experience who wishes to enter the teaching profession.

Salary, depending on experience and qualifications, is within the scale £4,683 to £8,055.

Application forms and further details from the Principal (S.A.E. please).

LOWESTOFT COLLEGE OF FURTHER EDUCATION

ENGINEERING AND SCIENCE DEPARTMENT

LECTURER Grade II in PRODUCTION ENGINEERING:

To teach PRODUCTION ENGINEERING SUBJECTS, ranging in levels including Mechanical Craft and T.E.C. courses.

The successful applicant will be required to supervise the coordination and development of Production Engineering subjects within the department.

Applicants should have a good practical workshop background. A teacher training qualification, together with membership of an appropriate professional institution would be additional advantages.

LECTURER Grade II in ELECTRICAL/ELECTRONIC ENGINEERING:

To teach a wide range of topics, preferably up to T.E.C. Higher Certificate level.

Applicants should be qualified to degree/H.N.C./T.E.C. Higher Certificate standard, and should have a broadly-based experience in the field of electrical engineering/electronics, with a sound knowledge of modern circuits and techniques.

The ability to offer one or more of the following specialisms will be an advantage.

Communication Systems

Computer/Microprocessor applications

Television Theory and Practice

Power Generation and Distribution

Preference will be given to applicants with teaching qualifications and experience.

Salary Burnham (Technical) for teachers in establishments of F.E. Lecturer Grade II: £6,012 to £9,702 starting point on the scale depends upon length of teaching and appropriate industrial experience.

Further details and application form may be obtained from: The Principal, Lowestoft College of Further Education, St. Peter's Street, Lowestoft, Suffolk NR32 2NB (S.A.E. please). Closing date: fourteen days from the appearance of this advertisement.

SURREY

EDUCATION COMMITTEE

NORTH EAST SURREY COLLEGE OF TECHNOLOGY

Reigate Road, Ewell, Surrey KT17 3DS

Required for 1 January 1981:

L.II IN HAEMATOLOGY AND IMMUNOLOGY

To teach HAEMATOLOGY and IMMUNOLOGY at degree level. Expected to contribute to the following courses currently offered by the Department: Medical Laboratory Science (TMLS and HTC) Applied Biology (HTC and HTD) MIBiol. BSc in Biological Science.

Applicants should be graduates with good teaching, research and industrial experience. Because the work is at Burnham II and III levels the successful candidate could be eligible for eventual progression to the Senior Lecturer scale.

Salary: LECTURER II: £6,012-£9,702 p.a. Plus £213 p.a. London Fringe Allowance. Generous relocation expenses in approved cases.

Stamped addressed envelope please for further particulars and application form from the Vice-Principal.

Polytechnics

Directors and Principals

LONDON

THE POLYTECHNIC OF CENTRAL LONDON

RESEARCH ASSISTANTSHIP

Applications are invited for a two year appointment as RESEARCH ASSISTANT PROGRAMMER for SOFTWARE SYSTEMS DEVELOPMENT in the fields of INELASTIC NEUTRON SCATTERING and EDUCATIONAL MANAGEMENT.

A knowledge of one of the above fields is desirable together with a high level of programming competence in Pascal, Cobol and Macro-11.

Some systems analysis experience will be an advantage. Registration for a higher degree will be possible.

Salary : £3,837-£4,152 (under review).

Apply in writing to : The Establishment Officer, PCL, 309 Regent Street, London W1R 8AL. Tel. : 01-580 2020, ext. 212. Closing date : November 10, 1980.

Universities

CAMBRIDGE

CAMBRIDGE INSTITUTE OF EDUCATION

Applications are invited for the post of TUTOR in the education of children, three to 13, from September 1981. The Institute is a centre for in-service education and educational research. The tutor is involved in teaching in the Advanced Diploma programme, both full and part-time and in other in-service activities and research : applicants should have teaching and research interests in child development.

Salary in the University lecturer range £7,706 to £12,370.

Application forms and further particulars may be obtained from the Director's Secretary, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX. Closing date : November 14, 1980.

EXETER

THE UNIVERSITY OF

SCHOOL OF EDUCATION

ADVANCED PROFESSIONAL STUDIES

(for qualified teachers with not less than three years' teaching experience)

BACHELOR OF PHILOSOPHY IN EDUCATION

One year full-time study plus one year part-time for completion of dissertation. Special fields : behaviour analysis and change, children with learning difficulties, counselling, curriculum studies, language in education, science education, sociology of education, the teaching of mathematics

CERTIFICATE IN HEALTH EDUCATION

One term's full-time study (starting October, 1981)

CERTIFICATE IN LANGUAGE IN EDUCATION

One term's full-time study (starting October, 1981)

DIPLOMA IN EDUCATION (MUSIC AND THE ARTS IN EDUCATION)

One year full-time course offered jointly with Dartington College of Arts and based at Dartington.

MASTER OF EDUCATION

One year full-time study in one of the following fields : curriculum studies language in education*, the teaching of English literature, the teaching of history, the teaching of mathematics, the teaching of science.

Two years' part-time study (requiring attendance at the university for five weekends and for up to two weeks continuous residence each year) in the following field : the creative arts in education.

DEGREES BY RESEARCH

The School of Education provides opportunities for students, both recent graduates and experienced teachers, to read for the degrees of M.Ed. (full-time and part-time), M.A. and Ph.D. by research.

Full details of all courses are obtainable from the Academic Registrar and Secretary (Faculty of Education), University of Exeter, Northcote House, Queen's Drive, Exeter, EX4 4QL.

L.E.A. teachers are eligible for secondment on full salary ; other teachers may be eligible for grants from Local Authorities.

* Subject to availability.

LONDON

LONDON SCHOOL OF HYGIENE AND TROPICAL MEDICINE

(University of London)

Keppel Street, Gower Street WC1E 7HT

RESEARCH ON VOCATIONAL GUIDANCE NEEDS

It is intended to carry out a research project in schools throughout England to assess the self-reported vocational guidance needs in young people in the third, fourth and fifth years of secondary education. We are now seeking to recruit staff on short term contracts to carry out this project and need to fill four posts.

(a) RESEARCH FELLOW to carry out the day-to-day administration of the project and to be responsible for much of the data analysis. The successful candidate will probably be a graduate with some research and computing experience who could get on well with head teachers and other staff. This appointment will be made as soon as possible and will be for nine months initially. The salary will depend on qualifications and experience and will be in the range of £5,536 to £7,746 (under review).

(b) Two FIELDWORK ASSISTANTS to carry out testing in schools and administer questionnaires to pupils and staff. These posts will involve handling a class of adolescents of average ability and below and applications from those with training or experience in careers work will be particularly welcome. These short-term appointments will terminate at the end of March, 1981. Appointment will be in the range £4,662 to £5,360 per annum.

(c) A SECRETARY possibly part-time, to work with the team. This post will be for nine months initially and the salary, depending on age and qualifications, will be in the range £4,409 to £6,507 (under review).

The three research posts and particularly those of the fieldwork assistants will involve considerable travel throughout England and will require night stays away from home: owning a car would be a great advantage.

Further details can be obtained from Dr. Nicola Cherry (01-636 8636, Extension 314 or 3101). Application, with the names of two referees, should be made to the Assistant Secretary. Please state in which post you are interested.

LONDON

GOLDSMITHS' COLLEGE (University of London)

DEPARTMENT OF VISUAL COMMUNICATION

LECTURER IN COMMUNICATION STUDIES WITH SPECIAL REFERENCE TO GRAPHIC DESIGN/PRINT MEDIA

There is a vacancy in the Department of Visual Communication for a LECTURER in COMMUNICATION STUDIES with special reference to GRAPHIC DESIGN / PRINT MEDIA with effect from January 1, 1981.

Candidates should be well qualified and experienced in one or more of the major divisions of Graphic Design: Typography, Silkscreen, Letterpress, Book Design, Illustration, Art Direction, Photosetting, Offset Lithography.

Preference will be given to qualified candidates able to demonstrate experience of new technologies applied (as low or high technology) to Graphic Design and Print Media. Such technologies include Word Processing, Computer Graphics, Digital Electronics, new Photographic Techniques, etc. Teaching would be in the areas of both theory and practice.

The candidate appointed to this post will assist the Head of Department in the organization of teaching Graphic Design/Print Media Studies in courses at the Vocational Degree and Postgraduate levels.

Salary on the scale £6,771 by 12 increments to £11,298 per annum inclusive of London allowance.

Write for further details to the Personnel Office, University of London Goldsmiths' College, New Cross, London SE14 6NW. Closing date for applications is November 14, 1980.

NOTTINGHAM

THE UNIVERSITY

SCHOOL OF EDUCATION

M.ED. IN HUMAN RELATIONS

A one-year full-time course, with a strong experiential basis, for experienced teachers involved in pastoral work, administration, and aspects of curriculum related to personal development.

DIPLOMA IN EDUCATION : COUNSELLING SKILLS FOR PASTORAL CARE

A one-year full-time course (two-year, part-time) for experienced teachers, with a strong emphasis on skills training and working with classroom groups.

Further information and forms of application may be obtained from Mr Bernard Lowe, School of Education, University of Nottingham, University Park, Nottingham NG7 2RD.

UNIVERSITY APPOINTMENTS

are also advertised in

THE TIMES HIGHER EDUCATION SUPPLEMENT

The newspaper of higher education provides a noticeboard for all University appointments.

It has a large established academic readership in Universities and Polytechnics and in other areas from which staff are recruited. Recent research shows that it is the paper selected by the academic staff themselves as being a top source of information for job hunting.

For further information or to book advertising space please contact Classified Advertisement Department, The Times Higher Education Supplement, New Printing House Square, London WC1X 8EZ. Telephone Lorraine Williams, 01-837 1234, extension 876.

Fellowships Studentships and Research Awards

CORPUS CHRISTI COLLEGE

Cambridge CB2 1RH

Telephone : 0223 59418

SCHOOLMASTER FELLOW COMMONER

Corpus Christi College, Cambridge proposes to elect a Fellow Commoner for one term during the academical year 1981/82. He will enjoy the privileges of a Fellow (i.e. free rooms and meals) and will receive an additional payment of £100. It is hoped that he will use his term for writing a book or for study.

Applications are invited from those teaching in Sixth Form Colleges, Grammar or Comprehensive Schools. Application forms may be obtained from the Domestic Bursar's Secretary, and should be completed and returned to the Master by Saturday December 20, 1980.

Adult Education

CITY OF WAKEFIELD

METROPOLITAN DISTRICT COUNCIL

WAKEFIELD DISTRICT COLLEGE

HEAD OF ADULT EDUCATION (Hemsworth)

LECTURER II, £6,012-£9,702

To commence duties as soon as possible. Applicants must have good academic qualifications and teaching experience. He/she will have a knowledge and a commitment to adult and community education.

Further particulars and application forms (accompanied by a S.A.E.) may be obtained from the Chief Education Officer, Education Offices, 8 Bond Street, Wakefield.

Community Homes and Associated Institutions

OXFORDSHIRE

COUNTY COUNCIL

SOUTH OXFORDSHIRE TECHNICAL COLLEGE

Deanfield Avenue, Henley, Oxon RG9 1UH

Required from January 1981 :

WARDEN and COOK/HOUSEKEEPER to be responsible for a small residential annexe for some 20 young apprentice students attending the College on block release courses. Would suit a husband wife team.

Salary : Warden, £4,581 to £5,130 (depending on qualifications and experience) (subject to review). Cook/Housekeeper, £2,550.

Relocation expenses may be available.

Application form together with further particulars (foolscap S.A.E., please) available from the Principal, to be returned within 14 days of the appearance of this advertisement.

Youth and Community Service

HACKNEY

One Senior and one ASSISTANT DETACHED YOUTH WORKER (ILEA grant aided) required to work in East Hackney as part of a larger church supported youth work, JNC salary scale 3II and 3 respectively.

Interest in ethnic minorities essential, experience may be taken into consideration instead of qualifications.

Application forms and further information available from Prebendary John Pearce, The Vicarage, Overbury Street, Clapton Park, London E5.

Closing date 7th November 1980.

LONDON

LONDON UNION OF YOUTH CLUBS

AREA FIELD OFFICER

A vacancy exists for an Area Field Officer to be based on North-West London.

An Area Field Officer's role is a complex one, but the main areas of work are outlined below—

(a) To help organise certain of the Union's activities on both local and London wide basis

(b) To service affiliated clubs/organisations in North-West London boroughs with a small team of part-timers.

(c) To be responsible for a particular part of London Union work, namely, the development of opportunities for girls in mixed clubs.

Salary and conditions are closely related to JNC/ILEA Youth Officers, and the salary payable is between £7,843 and £9,[illegible] inclusive of London weighting.

Applications are invited from qualified youth persons who have extensive youth service experience and can build on this experience to help the Union develop its servicing role into the 80s.

A full job description, information on London Union and an application form is available from R. Hinds, M.A., Chief Executive, London Union of Youth Clubs, 64 Camberwell Road, London SE5 0EN.

For an informal chat about the post, please contact George [illegible], Principal Field Officer, telephone 01-701 6366.

Application forms to be returned by November 21, 1980.

MERTON

(London Borough of)

DISTRICT YOUTH WORKER

Mitcham

A qualified and experienced person required for the post of DISTRICT YOUTH WORKER which is responsible for the support and development of the Youth Service in Mitcham, including two Youth Centres on High School sites and numerous voluntary groups.

The post is graded on Range 3 of the J.N.C. Report, £6,[illegible] to £7,698 plus £759 London allowance.

Details and application form, to be returned within two weeks of the appearance of this advertisement, are obtainable from Director of Education, London Road, Morden, Surrey. (Telephone 01-542 8101, Extension 41.)

WEST SUSSEX

SOUTHERN AREA YOUTH AND COMMUNITY SERVICE

YOUTH WORKER CENTRE

ROSE WILMOT CENTRE

West Worthing

Suitably qualified and experienced Youth and Community Worker required for the position of [illegible] WORKER at the above [illegible].

Salary scale, J.N.C. [illegible] Points 3-7 £5,607 to £7,157.

For informal discussion regarding this post please contact Mr. [illegible] Rolls, Youth and Community Officer, Worthing 203500, Ext. [illegible].

Full details and application forms available on receipt of S.A.E. from Area Education Office, [illegible] County Buildings, West Sussex, Worthing. Closing date: 14th November 1980.

Youth & Community Worker
(Community Education Development)

£7242–£8139
(J.N.C. Range 4)

This is a new post arising as a result of the Council's decision to strengthen the Youth and Community Service in the Lye and Wollescote areas of the Borough.

The Worker will enable members of the community to become more aware of their own needs and to encourage them to try and meet those needs through their own action. The service areas are cooperating to meet the challenge.

Applicants should be qualified and experienced in Youth & Community development with an emphasis on cultural growth.

Further details and application forms from Director of Education, 2 St James's Road, Dudley, West Midlands, (Ref. No: 04/RMH, Telephone: Dudley 55433, Ext. 4245), returnable by 14th November 1980.

DUDLEY Metropolitan Borough

Teachers (male)

English as a Foreign Language
Saudi Arabia   Tax free salary

The new city of Yanbu being built on the Red Sea Coast of Saudi Arabia is one of the largest projects yet conceived in the Middle East. Managing Engineers for this programme are Saudi Arabian Parsons, part of one of the world's leading design and construction engineering organisations. Because of the vast industrial programme, there is a growing need for qualified teachers, to teach English as a foreign language. Successful candidates must possess an appropriate degree and have at least 5 years practical experience.

Your post will be that of Programme Instructor/Administrator and your main duties will be to assess and place students and to establish a programme schedule and curriculum which includes providing group and individual instruction and assessment, utilising language laboratory hardware and developing these as necessary. Previous overseas experience, preferably in the Middle East and a knowledge of the Arabic language is essential.

These posts are offered on an 18 month, single status contract, together with excellent tax free salaries, generous UK leave, with air fares paid and some of the finest and most modern working conditions in the Middle East.

Interested applicants, with proven experience and the necessary qualifications, are invited to send full particulars to Mark Skinner, c/o The Ralph M. Parsons Co. Ltd., Parsons House, *Kew Bridge Road*, Brentford, Middx. TW8 0EH, who are assisting Saudi Arabian Parsons in filling these important posts.

PARSONS
Saudi Arabian Parsons

EDUCATIONAL POSTS OVERSEAS

TEACHER OF ENGLISH

(OMAN)

British Council Centre, Muscat. Required for early December 1980.

Duties : To teach English to adults at all levels and to assist with a programme of student activities.

Qualifications : Candidates should have a degree or teaching certificate, a TEFL qualification and 3 years TEFL experience. Single teacher or married teaching couple, one of whom must be prepared to accept local contract post as Teacher of English.

Salary : £4,377-£7,047 pa plus overseas allowance if applicable.

Benefits : Free furnished accommodation ; fares and baggage allowances ; medical benefits ; 2 year contract. 80 D 61

TWO LECTURER/SUPERVISORS (ENGLISH LANGUAGE CONSULTANTS)

(SINGAPORE)

British Council Centre.

Duties : (a) Leading materials Production and Design Team in Curriculum Development Workbook Projects, Teacher training at RSA, TESL level and English tuition at all levels. (b) Teacher training at RSA, TESL level, English tuition at all levels, course design, testing and evaluation.

Qualifications : Candidates should be single with an MA in EFL or Applied Linguistics and have at least 5 years EFL experience plus some experience of secondary school teaching.

Experience with video equipment would be desirable for post (b).

Salary : £5,016-£7,695 pa.

Benefits : Personal allowances ; free accommodation ; medical benefits ; two year contract. 80 D 56 80 D 60

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

YOUTH AND COMMUNITY SERVICE
continued

SHROPSHIRE

COUNTY COUNCIL

Applications are invited from experienced and qualified persons for the post of YOUTH WORKER on the Stirchley and Randlay Estates in the new town of Telford.

Salary : J.N.C. range 3 points 2-6.

Application forms and further particulars (send S.A.E.) from the County Education Officer, Education Department, Shirehall, Abbey Foregate, Shrewsbury, to be returned by Monday, November 17, 1980.

WALSALL

METROPOLITAN BOROUGH COUNCIL

EDUCATION COMMITTEE

YOUTH AND COMMUNITY DISTRICT WORKER

Applications are invited from suitably qualified men or women with relevant experience for the above post in the Education Department of the above Authority.

J.N.C. Range 4 (Points 1-5) £7,242 to £8,139 per annum.

Applicants for this post should have knowledge and experience of the operation of the Duke of Edinburgh's Award Scheme, and the person appointed will be required to assist in the promotion and coordination of Award Scheme activities throughout the Borough.

Application forms and further details are obtainable on receipt of a stamped addressed envelope, from the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DQ.

The closing date for applications is November 17, 1980.

A YOUTH WORKER is required by Edgware & District Reform Synagogue which has an active programme in all facets of youth activities. An understanding of Jewish youth work is essential. Applications to Mr. M. D. Cooper, 118 Stonegrove, Edgware, Middlesex.

Overseas Appointments

AUSTRALIA

AUSTRALIAN INSTITUTE OF ABORIGINAL STUDIES

PRINCIPAL

The Institute is a Commonwealth Statutory Authority, with a staff of 57, based in Canberra : its principal function is the promotion of Aboriginal studies. Research is conducted in a wide range of disciplines, both from the Institute and by financial support through other institutions including universities throughout Australia. The Institute maintains a major reference library and resource centre, cataloguing and archiving film, tape, photographic and documentary materials, also a publication section, an ethnographic film unit, a national register of Aboriginal sites, and a palaeoecology unit among other research support facilities.

Following the resignation of Dr. P. J. Ucko, Principal since 1972, applications are invited for the position of Principal.

Salary is currently A$38,281 per annum plus an expenses of office allowance of A$850. Tenure will be negotiable.

Further information may be requested from the Chairman.

Applications together with the names of three referees* should be directed to: The Chairman of Council, Australian Institute of Aboriginal Studies, P.O. Box 553, Canberra City, A.C.T., 2601, Australia, by closing date: December 31, 1980.

* Opinion may be sought from persons other than those named.

The Institute reserves the right not to make an appointment or to at any time.

JAPAN

TEACHING IN JAPAN

Applications are invited from qualified English teachers to teach the four English skills to Japanese adults in Tokyo at one of the largest language institutes in Japan.

Five evenings only a week 6 to 9 p.m. Mondays to Fridays. Salary about Yen 2,143,000 per annum (at present rate of exchange about £4,415 per annum) plus furnished housing subsidy of Yen 35,000 per month and other benefits. 13 months contract from March 1981.

Teachers should arrive in Tokyo by March 1 for briefing, orientation and training. Academic year begins in April. Interviews will be held in London in the very near future.

For further details write by Air Mail to: Kanda Gaigo Gakuin, 2-13-13 Uchikanda, Chiyoda-ku, Tokyo 101, Japan.

Queensland Conservatorium of Music

SENIOR LECTURER/LECTURER IN PIANO

The Conservatorium invites applications for the above position on the full time academic staff of the Conservatorium.

QUALIFICATIONS: An appropriate tertiary degree in music; outstanding specialist skills demonstrated by accomplishments in performance; teaching experience at tertiary level.

DUTIES: The appointee will be responsible for tuition in piano to students in the diploma and degree courses offered by the Conservatorium. The appointee may also be required to teach non-course students and post-graduate students.

TERMS OF APPOINTMENT: Standard conditions, including provision for superannuation, long service leave, sick leave, removal expenses, etc. applicable to full-time staff at Colleges of Advanced Education will apply.

SALARY: A salary will be paid according to qualifications and experience within the following ranges:

Lecturer II:	$17,739 to $20,284
Lecturer I:	$20,761 to $23,303
Senior Lecturer II:	$23,801 to $25,488
Senior Lecturer I:	$26,050 to $27,741

COMMENCEMENT OF DUTIES: 2nd February, 1981, or as soon as mutually agreed thereafter.

GENERAL: The Conservatorium is an autonomous college of advanced education offering diploma and degree courses in the fields of music performance, teaching, composition and music education, and post-graduate diplomas in special fields of study. Provision is also made for tuition to non-course students. There are approximately 600 students enrolled in courses and non-course tuition. The Conservatorium building is situated adjacent to the Botanical Gardens, and includes an auditorium fully equipped for concerts, opera and drama.

APPLICATIONS: To be submitted by 30th November, 1980, to the Registrar, Queensland Conservatorium of Music, P.O. Box 28, North Quay, 4000, Australia, advising personal particulars, age, marital status, details of academic qualifications, employment and relevant experience, together with a recent photograph and the names and addresses of three referees. (M3180)

OVERSEAS DEVELOPMENT
KNOW-HOW-vital to developing countries

Teacher of Secondary English   Kiribati

To teach English to Cambridge 'O' level and to university entrance level. Examinations at RSA level are also taken. The successful candidate may also be required to teach English literature in the 'O' level Cambridge syllabus. General boarding school duties and participation in supervising and voluntary activities will be expected. Applicants up to the age of 60 should have a degree in English and a Dip Ed or Teachers Certificate with at least three years teaching experience at the level required. A knowledge of TEFL would be an advantage.

Appointment 21-27 months. Salary in range £5,409-£9,958 p.a. which includes an allowance, normally tax-free, in range £4,008-£7,062 p.a. Terminal gratuity 25 per cent of basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £2,400 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply stating post and quoting ref (315 J) giving details of age, qualifications and experience to :

Appointments Officer,
OVERSEAS DEVELOPMENT ADMINISTRATION,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODA

HELPING NATIONS HELP THEMSELVES

STOCKTON AND
DISTRICT YMCA
BATH LANE
STOCKTON-ON-TEES
CLEVELAND

Recreation Manager

Recreation Manager with ability, enthusiasm and vision, required to manage a large modern sports, leisure and Christian community centre with excellent social and sports facilities under the direction of the Chief Executive Officer.

Salary relating to Local Government Administrative and Professional Scale AP4, £5,268 to £5,784 dependent upon experience and qualifications.

Superannuation transferable.

Apply to the Chairman, Stockton YMCA, for job description and application form.

ADVISOR FOR FURTHER EDUCATION

£13,380 - £14,430

Applicants should possess a degree in a technological or scientific subject or an equivalent professional qualification with relative teaching experience in a Technical College.

The successful candidate will be expected to make a positive contribution to the development of the Further Education Service of the Authority.

Re-advertisement—previous applications automatically re-considered.

Forms available from (SAE) and returnable to the Director of Education, Personnel Section, 14 Sir Thomas Street, Liverpool L1 6BJ, by 10th November, 1980.

Liverpool

County Education Adviser for Further Education

Soulbury Scale, equivalent to Burnham Headship Group II.

Applications are invited from well-qualified persons for this newly established post. Candidates should have experience at senior level in Further Education and some knowledge of the Youth Service and Adult Education would be an advantage.

The Adviser will be responsible for general advice and support for the Authority's colleges of further and higher education and will co-ordinate the work of the County Advisers for Youth and Adult Education. The Adviser will receive an essential car users' allowance. The County has a scheme of financial assistance covering removal and relocation expenses.

Application forms and further details may be obtained from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG, to whom completed forms should be returned by 14 November 1980.

DERBYSHIRE
County Council

COUNTY INSPECTOR

With special responsibilities in Secondary Education. Soulbury £13,380-£14,430.

Required Easter 1981 or sooner if possible, applications are invited from suitably qualified candidates with successful experience in an Advisory Service or in senior Management in secondary schools.

Application forms and further details from County Education Officer (P), P.O. Box 47, Chelmsford CM1 1LD. Telephone 0245 67222, ext. 2879.

ESSEX
County Council

OVERSEAS Appointments continued

ZIMBABWE
SAINT GEORGE'S COLLEGE
Salisbury, Zimbabwe

Required for January or May, 1981:
MASTERS to teach:
MATHEMATICS to "A" and "O" levels.
PHYSICS to "A" and "O" levels.
ECONOMICS to "A" and "O" levels.

Saint George's is an independent H.M.C. school managed by the Society of Jesus.

The above posts are permanent and pensionable.

Applications are invited from suitably qualified candidates, giving details of professional standing and experience and of extra-curricular activities offered. Photostat copies of academic and professional qualifications and of testimonials should accompany the application.

Write to: Revd. Father Rector, Saint George's College, P.B. 7727, Causeway, Salisbury, Zimbabwe.

WEST INDIES
CAMBRIDGE SCHOOL OF ENGLISH
(DES Recognized)

Requires EFL TEACHERS with substantial TEFL qualifications and experience for its school in Santo Domingo, Dominican Republic. Preference to teachers with specific experience of teaching EFL to children. One year renewable contracts starting January 1, 1981. £3,400—£3,600 NET p.a. Single air fare paid.

Applications in writing with full CV, 2 referees and phone number to The Principal, Cambridge School of English, 7 Moor Street, London W1V 5LJ. Candidates not contacted for interview by December 5, are asked to consider their applications unsuccessful.

NIGERIA
Full time MUSIC TEACHERS required.

Three LECTURERS required immediately for Nigeria at OYO STATE COLLEGE OF EDUCATION to instruct in voice, keyboard and orchestral instruments including wind, strings and percussion. Successful applicants will be expected to undertake a three month trial period. A good salary can be negotiated. Free passage to and from Nigeria will be provided plus free accommodation and subsidised local transport.

Enquiries with curriculum vitae should be addressed in the first instance to: Mr Olaolu Omideyi, 9 Anglesey Place, Hall Park, Great Barton, Suffolk.

UNITED ARAB EMIRATES
DUBAI COLLEGE
International Secondary School required for January, 1981
GEOGRAPHY ASSISTANT

Age 25-30, Single, Qualified, Native, Modern, Active. For 11-18-year-olds, "O" and "A" level work.

Excellent conditions and salary.

Write with CV and photograph to Headmaster, c/o 54 St James Street, London SW1.

FRANCE
Required immediately, full-time E.F.L. native speaker TEACHER to teach adults in private school. Salary 3500 frs. per month. Holidays: 2.5 days per month's work.

Contract: Until mid-July 1981.

Applicants with experience and/or qualification in T.E.F.L. should write directly enclosing photo, curriculum vitae, testimonials and references to: McKees Cours D'Anglais 25, Rue Lyautey 54000 Nancy.

Telephone: (8) 335 04 54.

KENYA
TWO VACANCIES
Required for January 1981, CLASS TEACHER for five to seven year olds. Fringe benefits include: free medical insurance, housing allowance, terminal gratuity and air passages.

Apply with full curriculum vitae to: The Headmaster, Braeburn School, P.O. Box 45112, Nairobi, Kenya. Applications must be received before November 14. Interviews will be held in England early in December.

FRANCE
FULL-TIME TEACHERS OF FRENCH:
Exchange your post with a French teacher for the first half of the spring term 1981. In-service training on full salary with government grants.

For further details contact: Teacher Exchange Europe (Ref. HTE), Central Bureau for Educational Visits and Exchanges, 43 Dorset Street, London W1H 3FN.

Tel.: 01-486 5101.

PAPUA NEW GUINEA
LAE INTERNATIONAL HIGH SCHOOL
Requires an ART TEACHER, qualified to teach to "O" level, to start in January 1981, salary K11,500 to K14,000 (£1 = K1.59). Gratuity, three year contract, free housing, leave fares.

Applications in writing to: The Headmaster, LAE International High School, P.O. Box 2130, LAE, Papua, New Guinea.

SOUTHERN SPAIN
Young lively hardworking team in British-type school ("A" level G.C.E.) seeks BIOLOGY MASTER; ENGLISH TEACHER with MUSIC; first-class JUNIOR TEACHER; all for January 1981. Also few immediate E.F.L. Posts, Spain and Greece.

Contact Liza Jones, 01-589 2173 or write (no callers) Abucon Agency, 3 Grenville Place, S.W.7.

U.S.A.
ALL SUBJECTS/ALL LEVELS
Exchange your teaching post with an American colleague for 1 term or 1 year. Full salary plus central government grant.

Details from Teacher Exchange Officer (USA), Central Bureau for Educational Visits and Exchanges, 43 Dorset Street, London W1H 3FN. Tel. 01-486 5101.

ITALY
Florence
GOVERNESS required for 4-year-old boy. Very friendly, considerate family, fantastic home. The Duchess will interview at my office shortly. Previous governess highly recommends this position.

Fry Consultants, Suite 3, 7 High Street, Aldershot, Hants. Tel: 0252 317030.

ZAIRE
The Republic of Zaire is currently recruiting 100 specialized PROFESSORS (Ph.D.) in various subjects for its universities.

Fluency in French is required.

For further information please contact:

The Zaire Embassy, 26 Chesham Place, London, S.W.1.

SPAIN
BARCELONA
Wanted immediately Junior TEACHER, GENERAL SUBJECTS. Preference with DRAMA.

Apply with photo, Anglo American School, Apart. 173 Paseo De Garbi, 162, Castell De Fels Playa, Barcelona, Spain.

SPAIN
(Madrid)
KING'S COLLEGE has a vacancy for a part-time ART TEACHER (three days per week) for work to "O" and "A" level.

Applications to the Headmaster, King's College, El Goloso, Madrid.

CHRISTIAN TEACHERS needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer terms. Volunteer Missionary Movement, Shenley Lane, London Colney, Herts AL2 1AR. S.A.E. please.

Administration

Local Education Authority

COVENTRY
COMMUNITY EDUCATION DEVELOPMENT CENTRE
Coventry
EVALUATION OFFICER (salary £11,664 to £12,699 per annum)

Required for January 1981, or as soon as possible thereafter, for this new internationally funded Centre, working throughout the United Kingdom, based in Coventry. Appointment for one year in the first instance with the possibility of extension for a further four years.

Applicants able to arrange secondment will be considered.

Further particulars available from: The Director (John Rennie), Community Education Development Centre, c/o Stoke School, Briton Road, Coventry CV2 4LF. Closing date for receipt of applications will be 10 days from the appearance of advertisement.

COVENTRY
COMMUNITY EDUCATION DEVELOPMENT CENTRE
Coventry
TRAINING OFFICER (salary £11,664 to £12,699 per annum)

Required for January 1981, or as soon as possible thereafter, for this new internationally funded Centre, working throughout the United Kingdom, based in Coventry. Appointment for one year in the first instance with the possibility of extension for a further two years.

Applicants able to arrange a secondment will be considered.

Further particulars available from: The Director (John Rennie), Community education Development Centre, c/o Stoke School, Briton Road, Coventry CV2 4LF. Closing date for receipt of applications will be 10 days from appearance of advertisement.

DURHAM
COUNTY COUNCIL CAREERS SERVICE
DISTRICT CAREERS OFFICER required for SEDGEFIELD DISTRICT CAREERS OFFICE, Spennymoor.

Candidates should have a wide experience of careers advisory work and a capacity to discharge effectively administrative and managerial functions within a Careers Office. The post is graded SO1 (£6,636-£7,077). A car user allowance is payable.

A Union Membership Agreement is in operation and applies to this post.

SPECIALIST CAREERS OFFICER for the UNEMPLOYED required for CONSETT CAREERS OFFICE. (Grade AP3/4 £4,581-£5,784, Qualified Officers AP 4 £5,268-£5,784.

Applications considered from students completing Dip. C.G. Course December 1980.

Car user allowance payable.

A Union Membership Agreement is in operation and applies to the post.

Further details and application forms, returnable by 21st November, 1980, from the Director of Education, P.O. Box, County Hall, Durham, DH1 5UJ, on receipt of stamped addressed foolscap envelope.

HARINGEY
(London Borough of)
EDUCATION SERVICE
SPECIAL SERVICES
PRINCIPAL ADMINISTRATIVE ASSISTANT
Grade PO3, Salary £8,718 to £9,720 inclusive (Pay Award pending).

This post has become vacant due to the retirement of the present holder.

Special Services is a large section within the Schools Division of the Education Service, at present organized with five main groups dealing with: handicapped children, and special schools, pupil allocation (admission of children into and their transfer between schools), transport for the whole of the service, educational welfare benefits (free school meals, maintenance grants, school uniforms and other clothing grants) and the education welfare service, in all some 35 staff.

In consequence, we are looking for an experienced administrator, preferably having knowledge of this work, capable of organising, co-ordinating and leading staff but, above all, having a sympathetic understanding of, and approach to, children and parents with widely varying educational and social problems.

Application forms and further details available from the Chief Education Officer, 48-62 Station Road, Wood Green, London N22 4TY. Please quote reference number 15026. Telephone: 881 3000 ext. 3131. Applications returnable by November 15, 1980.

HERTFORDSHIRE
COUNTY COUNCIL CAREERS SERVICE
Applications are invited from qualified and experienced CAREERS OFFICERS for the post of SENIOR CAREERS OFFICER in the North Hertfordshire Division, to assist the Divisional Careers Officer in the administration of the Careers Service in the Division, and to undertake a reduced case load of advisory work, either with young people of all abilities, or with a significant proportion of handicapped young people.

Salary scale AP5 (£5,973 to £6,381, pay award pending). Car user allowance available.

Application forms and further details from the County Careers Officer, County Hall, Hertford (Telephone 54242, Ext. 5598) for return two weeks after the appearance of this advertisement.

LANCASHIRE
COUNTY COUNCIL
CAREERS SERVICE
TRAINEE CAREERS OFFICERS

The Lancashire Careers Service has vacancies for two TRAINEE CAREERS OFFICERS to be seconded to a one-year full-time course of training for the Careers Service in January 1981.

Applicants for these posts should be graduates or possess equivalent qualifications and will be expected to remain with the Lancashire Careers Service for two years after completion of their courses. The minimum starting salary for a graduate is £3,408 per annum.

Further details and application forms may be obtained from the Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ, quoting reference CO71 1 JM. Completed application forms should be returned not later than November 10, 1980.

NORTH YORKSHIRE
COUNTY COUNCIL
TEMPORARY CAREERS OFFICER NORTHALLERTON

Applications are invited from suitably qualified and experienced men and women for a post of CAREERS OFFICER at the Area Careers Office, Northallerton, which, in the first instance, will be of a temporary nature to March 31, 1981. The person appointed will be required to possess a current driving licence.

Salary Scale: AP 3/4, £4,581 to £5,784.

Application forms (to be returned by November 14, 1980) and further details from the County Education Officer, Room 31, County Hall, Northallerton DL7 8AE.

SOUTHWARK
(London Borough of)
ADMINISTRATIVE OFFICER (RECORDS)
£6,6[illegible] to £7,107 inc.

Required to take control of official Council records, filing systems, microfilming of non-current documents, and other related duties.

The appointee will report to the Principal Officer (Admin., Finance, Staffing, Records), within the General Services Division of the Town Clerk's Department, and will be responsible for the safe and efficient custody of the files and records of the Department including Council and Committee minutes, microfilming programmes, retrieval and indexing systems, regalia, historic and valuable items.

Applicants should have previous relevant experience together with the ability to organise, direct and assist with work required and to control a staff consisting of an Executive Officer (AP2) and up to three Clerical Officers. Appropriate qualifications would be an advantage.

Telephone 01-701 2870 any time for an application form or write on a postcard to: The Personnel Officer, London Borough of Southwark, 27 Peckham Road, London SE5 8UB. Please quote reference TB 1/2005 and job title. Closing date November 17 1980.

Administration Director

£10,000 + car & house. Oxford

A distinguished "sixth form college" seeks a senior administrator to head its complete support staffs. There is considerable scope for a personal contribution to the planning, UK and overseas marketing and financial management of the organisation in the 1980s, with full support from the Principal and Governors.

Candidates must have managerial experience in a commercial, educational or service environment and be aged 40-55. Languages and a degree or professional qualification are desirable. An understanding of modern marketing, financial and personnel management is essential.

For full job description write in confidence to John Courtis at 78 Wigmore Street, London W1H 9DQ, showing clearly how you meet our client's requirements quoting 7058/TES. Both men and women may apply.

John Courtis and Partners

DEPARTMENT OF HEALTH AND SOCIAL SECURITY
Glenthorne Youth Training Centre
Kingsbury Road, Erdington, Birmingham B24 9SA

RESIDENTIAL CHILD CARE OFFICERS
NURSES
TRAINEE RESIDENTIAL CHILD CARE OFFICERS

Glenthorne YTC is a national child care resource which provides long term care, education and treatment for some of the most severely disordered boys and girls between the ages of 12 and 19 in the care of Local Authorities.

The Centre has been operating with 2 units in security and an open unit. Plans have been made to open a new assessment unit in the autumn and a hostel in the New Year. To complete the complement of Centre staff, qualified men and women with imagination, initiative and experience of working with difficult and disordered adolescents are required. Successful candidates will join multi-disciplinary teams working under a Unit Leader, and supported by Specialist Consultant Psychologists and Senior Management. Those appointed will share on a team basis the care, education and treatment of the young persons.

Salaries are in accordance with the following basic scales: in all cases there is a Youth Treatment Centre allowance of £477 a year.

RESIDENTIAL CHILD CARE OFFICERS (SJAC) Grade 4-8): £5,268-£7,077 plus an unqualified teachers allowance of £672 per annum.

TRAINEE RESIDENTIAL CHILD CARE OFFICERS (SJAC Grade 4) Salary £5,268-£5,784.

NURSES: £5,474-£6,972 per annum (including psychiatric lead), with enhanced hours supplement where applicable, plus an unqualified teachers allowance of £672 per annum.

For background information and an application form, to be returned by 10 November 1980, write to Mr. J. S. Davison, Administrator, Glenthorne YTC.

Prospective applicants are strongly advised to visit the Centre and discuss its work. Please contact Mr. J. R. Wilkie, Director, Glenthorne Youth Treatment Centre. Tel.: 021-382 5909.

CORNWALL
Education Department

SPECIALIST CAREERS OFFICER

(Unemployment Specialist Team)
£4,581-£5,784 p.a.

The officer will be a member of a team of 8½ staff working with and on behalf of unemployed young people in the county. The area of operation will be the west of the county (Penwith, Kerrier and Carrick Districts) and the officer will be based in Falmouth. The post is subject to a temporary contract, renewable annually but likely to continue for a considerable time. Preference will be given to persons qualified for and/or experienced in the Careers Service. Application forms and further details may be obtained from the Secretary for Education, County Hall, Truro TR1 3BA, on receipt of a stamped addressed envelope. Closing date for applications 14th November, 1980.

ADMINISTRATION Local Education Authority continued

TOWER HAMLETS
(London Borough of)
DIRECTORATE OF COMMUNITY SERVICES
TRAINEE RECREATION OFFICER

This post is designed for a person who is anxious to follow a career in recreation management and who wishes to undertake a comprehensive training programme which will include a period of academic study for a nationally recognized qualification in this specialized field.

The successful candidate will be employed on a three-year training programme and a suitable post will be found upon completion of the third year.

The training programme will involve work within the Leisure Services Section of the Directorate including a period of training at the Wapping Sports Centre.

One year of the academic study will be undertaken at the Polytechnic of North London following the Diploma in Management Studies (Recreation Management) full-time course.

Applicants should possess a degree or equivalent and management potential.

The salary will be within the trainee grade starting at £4,134 rising annually to a maximum of £5,994 on completion of training.

Application forms from Personnel Services, Town Hall, Patriot Square, London, E.2, or telephone 01-981 0077 (Ansafone). Please quote reference ER 38. Closing date 16th November.

The Associated Examining Board
for the General Certificate of Education

Secretary General to the Board

(Re-advertisement)

Applications are invited from persons with suitable academic and administrative qualifications and experience for the post of Secretary General to the Board to succeed the present holder of the post, Mr. H. O. Childs, who retires in 1981.

The salary is aligned to a senior professorial level of remuneration, the current A.E.B. scale being £19,073, rising by four annual increments of £531 to £21,197 per annum.

Further information, together with an application form, may be obtained from the Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ (Tel: Aldershot 25551), to whom completed forms of application must be returned not later than Monday, 1st December, 1980.

Previous applicants need not re-apply as their applications will be automatically reconsidered.

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come and join
our integrated & developing

ADULT EDUCATION YOUTH COMMUNITY SERVICE

COMMUNITY DEVELOPMENT OFFICERS

(4 posts)

£8,583–£9,558

(With J.N.C. conditions of service)

Birmingham's Integrated Adult Education, Youth and Community Service is currently developing a neighbourhood staffing structure designed to meet the particular needs of local communities. It is organised through area Institutes whose Principals are responsible for adult education, youth and community provision made by the Local Authority and for supporting and liaising with voluntary organisations and public services involved in adult education, youth and community work.

Community Development Officers will assist Institute Principals particularly in supporting voluntary organisations involved in youth and community work, including liaison with other public services.

The four posts will be in the Aston and Handsworth, Central, Sparkhill and Bournville Institutes respectively. The first three posts will be funded under the Inner City Partnership Programme and that in the Bournville Institute under the Urban Programme; accordingly they will be tenable for a period of up to three years in the first instance.

For application form and further details please write, enclosing stamped addressed envelope, to:

The Chief Education Officer,
City of Birmingham Education Department,
Adult Education, Youth and Community Division,
Margaret Street, Birmingham B3 3BU

quoting reference AEYC/SJW/236

Closing date: Friday 14th November 1980

Canvassing will disqualify

BIRMINGHAM
for satisfying work and good career development

General

BIRMINGHAM
ST. PETER'S SALTLEY TRUST
DIRECTOR

The Trustees are seeking to appoint a full-time Director to launch the work of this new educational trust to be based at Westhill College, Birmingham. The work will be principally concerned with the Christian education of lay people, the Christian presence in Further Education and the support and development of Religious Education—throughout the West Midlands. The Director must have considerable educational and theological skills. The salary, which is negotiable, will be allied to the Senior Lecturer scale (£8,952 to £11,295 per annum).

Application forms and further details from Mrs J. C. Jones St. Peter's Saltley Trust, College Road, Birmingham B8 3TE.

MIDLOTHIAN
OXENFOORD CASTLE SCHOOL
Pathhead, Midlothian

APPOINTMENT OF BURSAR

The Governors invite applications for the post of Bursar at Oxenfoord. The appointment will take place as soon as possible.

The Bursar will be responsible for the financial and business affairs of the school (about 100 girls), and for the maintenance of the school property. The Bursar will be in charge of domestic and maintenance staff.

Salary and pension arrangements are subject to negotiation.

Application forms may be obtained from the Secretary to the Board of Governors, 1 Thistle Court, Edinburgh EH2 1DE.

WATFORD
EDUCATION OFFICER
c £6,000

We need a GRADUATE with organizational skills and imagination to help develop an exciting new approach to B.E.C. and other business courses. Whether you are a teacher or administrator at present you will be a confident communicator and aware of the needs of business.

If you would like to work as an educational manager but also be part of a dynamic industry please contact the Senior Education Officer, Institute of Grocery Distribution, Letchmore Heath, Watford WD2 8DQ.

Examiners

LONDON REGIONAL EXAMINING BOARD

Applications are invited for a MODERATOR in HOME ECONOMICS (resident within a radius of 60 miles of London) for the 1981 series.

Application forms and further details may be obtained on request to the undersigned, to whom completed application forms should be returned not later than November 14.

D. H. Board, M.A., Secretary to the Board, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF.

THE ASSOCIATED EXAMINING BOARD
for the General Certificate of Education
Wellington House, Aldershot, Hampshire GU11 1BQ

The Board invites applications for the vacant posts of CHIEF EXAMINER and MODERATOR for PSYCHOLOGY: CHILD DEVELOPMENT (Ordinary/Alternative Level) for the 1983 series of examinations.

Applicants should possess a university degree in the subject and have teaching and examining experience. Applicants should state clearly the post in which they are interested.

Further details and application forms may be obtained from the Secretary General (A9) at the Board's offices to whom completed applications should be returned within three weeks of the publication of this advertisement.

Miscellaneous

ARETHUSA
requires
FIRST MATE/RELIEF SKIPPER
from March 1, 1981

This 70ft. O.Y.C. Class Ketch cruises weekly to the Continent with young groups from Social Services Departments, the Probation Service, schools and youth clubs, etc. Applicants must have Yachtmaster's Certificate. Command experience of a similar vessel and the ability to work with young people in sometimes testing conditions are essential.

Based near Rochester, Kent. Salary offered will be negotiated within Grade A.P.4 of N.J.C. Scales for Local Authorities, £5,268 to £5,784 per annum (plus Cost of Living Increase 1979-80 when agreed by arbitration). Six weeks holiday per annum.

Apply in writing to the General Secretary, Shaftesbury Homes and Arethusa, 3 Rectory Grove, Clapham, London SW4 0EG.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
PERIPATETIC REMEDIAL TEACHER
NORTH POWYS (MONTGOMERY AREA)

Required for April 27, 1981, or earlier if possible, a suitably qualified and experienced TEACHER for the above post. Scale 2. Ref. 318.

Application forms and further particulars obtainable from the Director of Education, Powys County Hall, Llandrindod Wells, to whom completed forms should be returned by November 21, 1980.

MUSEUM OF LONDON

Assistant Education Officer

Applications are invited for the above post in a department of four. Main duties will include teaching school groups and liaison with teachers, plus additional opportunities for adult education. Candidates should have a university degree or equivalent qualification. Teaching experience is essential, preferably at secondary school level.

Salary scale: £3,851-£7,995 plus £815 London Allowance, depending on qualifications and experience.

Further details and applications obtainable upon written application only to the Director, Museum of London, London Wall, London EC2Y 5HN.

Completed applications must be returned by 17th November 1980.

Bedfordshire Education Service

Educational Psychologist

(Half-time 18½ hours per week)

Salary 50 per cent of £7,065-£11,916

(Soulbury 6-22)

Candidates should have an Honours Degree in Psychology (or equivalent), and have at least two years teaching experience, and have completed appropriate post-graduate training. Essential Car Loan Scheme. Approved removal expenses paid.

Application forms obtainable from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford, or telephone Bedford 63222 Ext. 246.

Closing date 5th November, 1980.

Bedfordshire

DEPARTMENT OF HEALTH AND SOCIAL SECURITY
St. Charles Youth Treatment Centre

GROUP WORKERS

Applications are welcomed from suitably qualified and experienced men and women of the Child Care, Nursing and Teaching professions, who also feel they possess imagination, initiative and drive, to become a group worker working in a treatment team caring for extremely damaged young people.

The Centre admits disturbed adolescents and we want staff who feel that they possess and can learn, difficult, stimulating and full of possibilities to learn a range of therapeutic skills based on close relationships, working in gradations of security. The work is and help young people grow, overcome their problems and ultimately be reintegrated into the community.

St Charles is divided into three House units, each with accommodation for mixed groups of ten adolescents. Successful candidates will join multi-disciplinary teams working under the supervision of a House Leader and supported by specialist consultant staff.

There is a high staff/child ratio and staff are fully involved in the creation of individual treatment programmes for each child and the development of a high quality of care, control, education and treatment which is shared on a team basis without particular regard to the normal boundaries of the disciplines from which successful candidates are drawn. In-Service Training is provided and staff support is readily available. Although qualifications and experience are necessary, the attitudes and personal qualities which staff bring to the work are equally important.

Salaries and conditions of service are excellent and reflect the difficulties of the work. All staff work a 40-hour, 5-day week on a shift basis. Good quality single and married accommodation is available and prospective applicants are advised to visit the Centre and discuss its work with the Director and other staff. Telephone 0277 225684 for an appointment.

Salaries are in accordance with the following scales and in all cases a YTC allowance of £477 a year is payable. Non-teacher Group Workers receive an additional unqualified teachers' allowance of £672 in recognition of their contribution in the educational area.

RCCOs are paid within the salary range £5,268 to £7,077 (under review).

NURSES are paid within the range £5,474 to £6,972, with enhanced hours supplements where applicable.

TEACHERS are paid within the JNC Scale 1 range, £4,329 to £6,807, plus Approved School addition of £980, 10 hours EOA currently at £900, and an additional leave supplement. Graduate and additional qualifications are payable where applicable.

Non-resident staff may be eligible to receive a London Weighting allowance where appropriate.

Application forms for the posts (to be returned by 10 November 1980), together with further details of the posts and terms of employment, can be obtained from Mr R. Dent, Administrator, St Charles YTC, Weald Road, Brentwood, Essex.

County of Cleveland

ENGLISH TEACHER FOR IMMIGRANT PUPILS, SCALE 1

BROOKSIDE COMPREHENSIVE SCHOOL

Required for January or April, 1981, to provide language support across the curriculum as well as teaching some 'mainstream' English.

Financial assistance with household removal expenses is available in approved cases. Application forms are obtainable from the Team Leader, Centre for Multi-Cultural Education, c/o Victoria Road Primary School, Victoria Road, Middlesbrough, Cleveland. Applications by letter should include details of education, training, qualifications and experience, together with the names and addresses of two referees.

Completed application forms and letters of application should be submitted direct to the Team Leader not later than 14th November, 1980.

UNIVERSITY OF LONDON

University Entrance and School Examinations Council
School Examinations Department

The Council invites applications for the following appointments:

CHIEF EXAMINER VACANCIES

Advanced Levels

GOVERNMENT AND POLITICAL STUDIES FROM JUNE 1983

Ordinary Level From June 1983

ASTRONOMY
FRENCH

Advanced and Ordinary Level From June 1983

SPANISH ORAL

Assistant Examiners From June 1981

Advanced Level

CHEMISTRY
ENGLISH LITERATURE
FRENCH SYLLABUS A AND SYLLABUS B
HOME ECONOMICS
HISTORY
MATHEMATICS
PHYSICS
MODERN GREEK

Ordinary Level

CHEMISTRY
ENGLISH LANGUAGE
ENGLISH LITERATURE
FOOD AND NUTRITION
FRENCH
MATHEMATICS
PHYSICS

RELIGIOUS STUDIES (Roman Catholic applicants will be particularly welcome to mark the Mode 2 Syllabus which is to be introduced in June 1981).

Alternative Ordinary Level

ELECTRICITY AND ELECTRONICS

ORAL EXAMINERS

FRENCH AND GERMAN (Especially from applicants resident in the London area and Home Counties).

SPOKEN ENGLISH (Especially from applicants resident in Essex, Greater London, Hertfordshire, Kent, Nottinghamshire, Surrey, West Midlands).

Applicants should be graduates or hold appropriate qualifications and should be under the age of 65 with five years recent teaching experience for Chief Examiner posts and three years for Assistant Examiner posts.

Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London, WC1E 6EE, to whom completed forms should be returned not later than 21 November 1980. Applicants should state subject and post they are interested in and enclose a self-addressed envelope.

Previous applicants for any of these posts need not re-apply as their applications will be considered with any new ones received.

MISCELLANEOUS Appointments continued

NEWHAM
(London Borough of)
PASSMORE EDWARDS MUSEUM
ASSISTANT CURATOR,
EXTENSION SERVICES

Salary: £4,881 to £6,381 (AP3/5) plus £390 (London Weighting). Applications are invited from qualified TEACHERS with proven interest in museum education services for the post of ASSISTANT CURATOR, Extension Services, in the Passmore Edwards Museum. A loans service to schools is operated with the Museum's own transport, talks to school groups and societies both in the Museum and elsewhere are given, a nature walk is organized in Epping Forest as are other outdoor and holiday activities for children. The commencing salary for the above post is dependent upon ability, experience, and qualifications.

Application forms and further information on the above post may be obtained by writing to the Director of Education, London Borough of Newham, Education Offices, The Broadway, Stratford, London E15 4BH, to whom completed forms should be returned by 21st November 1980.

DERBYSHIRE
JUNCTION 28
SOUTH NORMANTON COMMUNITY ARTS PROJECT
Require COMMUNITY ARTS WORKER

Details and job description available Brenda West, 62 The Common, South Normanton, Derbyshire.

SCHOOL MEDICAL SERVICE set up and organized for Independent Schools. Write for details, Box TES 3924, The Times, WC1X 8EZ.

Outdoor Education

COURTLANDS CENTRE
Kingsbridge, South Devon

Facilities for School Journeys, Field Courses and Outdoor Pursuits Programmes. Close to coast and Dartmoor. Laboratory/Project rooms: Gymnasium; Games Field: Licensed Bar; Good Food.

Open all year—centrally heated accommodation.

Details: Dept. TES, or telephone (054 885) 227.

MINERVA OUTDOOR VENTURES

Experts in outdoor education for the young invite you to bring a school party to our farmhouse centre in the Brecon Beacons, South Wales. We specialize in Adventure Weeks and Field Study Courses, individually designed to suit your own special requirements. Canoeing, pony trekking, climbing, archery, caving and much more in small groups and absolute safety. We are very experienced and pride ourselves on our caring supervision. Ideal for age groups nine to 18. L.E.A. approved. Your first trip? Don't worry. We take all the problems off you. Beginners our speciality. Details from Minerva Outdoor Ventures, Crown House, 19 London Road, High Wycombe, Bucks. Tel.: (0494) 446383.

OUTDOOR ACTIVITY CENTRE MANAGEMENT OPPORTUNITIES

P.G.L. Young Adventure Ltd. are market leaders in outdoor activity holidays in the United Kingdom.

As part of our programme of expansion for 1981 we have a number of vacancies for MANAGERS for our summer season mid-July to September, 1981.

The centres are based in London, Sussex, Hereford and Shropshire and offer a range of residential holidays with indoor and outdoor activities such as canoeing, archery, pony trekking, air rifle shooting, arts and crafts and pottery; for children aged between nine and 14.

If you are aged 25-35, have experience of working with student staff in a residential environment and can offer a knowledge of any of the above activities we can offer you the chance of doing something really challenging over the summer months.

If you would like to find out more, write for further information to: Jane Brimble, P.G.L. Young Adventure Ltd. 876 Station Street, Ross-on-Wye, Herefordshire HR9 7AH. Tel.: Ross-on-Wye (0989) 4211.

TY ISAF ACTIVITY CENTRE

FIELD STUDY AND OUTDOOR PURSUITS courses are planned to suit your requirements through liaison with resident instructors. Outdoor activities include canoeing, camping, hill walking, grass skiing. Field studies of local geology, S. Wales mining, heathland and coastal geography and vegetation, rivers, etc.

Wide range of assembly/lecture rooms with A.V. Centrally heated, etc. Evening entertainments provided.

PROMOTIONAL WEEKEND FOR TEACHERS, November 29/30. Special emphasis on canoeing/caving. Cost, £22 (refundable).

Write to: B. Edmunds, The Warden, Ty Isaf Activity Centre, Trapp, Llandeilo, Dyfed. Telephone, 05582 2414.

YORKSHIRE DALES
E.L.S. ACTIVITY HOLIDAYS
5 Wells Road, Ilkley, Yorkshire
(Freepost)

Multi-activity or Specialist Courses including canoeing, rock climbing, caving, archery, orienteering, fell walking and riding, with horses and stable management. Our all-canvas Adventure Camp offers a genuine 100% outdoor experience. Each course is tailor-made and references are available (hostel accommodation optional).

Write for your brochure now or phone Ilkley 600470. A.M.Y.H.T.B.

English as a Foreign Language

CAMBRIDGE
BELL SCHOOL

Requires two full-time fully qualified EFL TEACHERS for January and one for April. Experience in organization and simple maintenance Language Laboratory and/or production Language Laboratory and Self-Access Materials, teaching J.M.B. English and Study Skills an advantage.

Applications and curriculum vitae with photograph to Principal, 1 Red Cross Lane, Cambridge.

EALING
(London Borough of)
EDUCATION SERVICE

Required for January 1981: TEACHERS of ENGLISH as a Second Language to work in High Schools at first or second phase levels.

A post-graduate qualification in teaching English as a second foreign language or R.S.A. Certificate, combined with relevant experience is essential.

Scale 2 available in appropriate cases.

Further information and application form from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (S.A.E.).

OXFORD

The OXFORD INTENSIVE SCHOOL OF ENGLISH (FELCO member) is offering a full-time position as ADMINISTRATIVE ASSISTANT cum TEACHER.

Applicants should be GRADUATES with TEFL training and experience, knowledge of foreign languages, lots of enthusiasm and organizational flair. Starting salary £4,480.

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Amended Advertisement

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PREPARATORY CERTIFICATE
Four weeks
November 17, 1980
January 7, 1981
February 4, 1981
(plus summer dates)
£250 (plus R.S.A. fee)
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(Post experience qualification)
Nine weeks
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Boys will also be conside entry into the Sixth Form low an "A"-level course tails of courses and of a Mathematics Scholarship Bursaries available may tained from the Admissions tary.

Closing date for applica December 31, 1980.

Parents of prospective always most welcome to school by prior appointment the Admissions Secretary.

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Littlehampton
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Closing date for entries, ary 1st, 1981.

Prospectus and registration from the School Secretary.

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READVERTISEMENT

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(£8,232 to £9,579, increase pending)

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Applicants should have substantial teaching experience in secondary, further or higher education. Administrative experience is desirable.

Forms and further details should be requested by postcard from the undersigned (or telephone 01-870 2144).

Closing date November 12, 1980.

D. H. BOARD, MA,
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The appointment will be at management level and will be based in Bristol. The successful candidate will have a high measure of initiative, tact and persuasiveness. Experience of records and archival management is essential and knowledge of, or an interest in, electronic records will be an advantage. The salary offered is negotiable around £8,000 per annum. Assistance with removal expenses to Bristol will be paid where appropriate. Archivists with the necessary experience are invited to apply in writing with a full curriculum vitae to:

Mr. D. Flynn,
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SCHOOL OF EDUCATION

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condment. Many teachers following Diploma and M.A. courses e seconded on salary by their local education authorities.

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rther information and application forms can be obtained from Senior Administrative Assistant, School of Education, The University, Leeds LS2 9JT. Applications should be made as soon as ssible.

UNIVERSITY OF SOUTHAMPTON
Department of Education

pplications are invited from experienced teachers, lecturers and advisers for the following programmes in 1981-82.

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(One year, full-time)

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Sc. (Ed.)
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(a) **Awards**

Applicants should normally have a degree or equivalent qualification. Experience in one of the following fields is preferred:

(i) the planning of education;
(ii) the administration of education including the running of schools;
(iii) the education and training of teachers;
(iv) curriculum renewal;
(v) non-formal education and communication in the field of social education;
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(b) **Bursaries**

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Awards: six months to two years.
Bursaries: one term or one year for study on a DES approved course.

Remuneration

Awards and Bursaries are intended to cover fees, where applicable, and in addition provide an allowance towards the cost of living, books and stationery. The amount is determined by the circumstances of the candidate and by the number of years of relevant overseas experience.

Closing date for return of completed application forms: 1 March 1981 for study beginning the following September/October.

Further details and application forms can be obtained from: Room A520, Education and Training Policy Department, Overseas Development Administration, Eland House, Stag Place, London SW1E 5DH.

Please quote reference number ED 373/08 TES.

ODA